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ABSTRACT

Responding to the public demand for accountability, Project R.O.M.E. (Results Oriented Management in Education) is concerned with identifying and developing competencies for building-level administrators. This two-volume report, one of six interrelated documents, describes the processes and procedures used to identify school administrators' functional responsibilities, the corresponding competencies, and the performance criteria stated as observable outcomes. A prototype instructional module is presented as one method to assist administrators to acquire the specified competencies. A review of competency education literature is included, and appendixes compose volume two. (Author/DW)

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RESULTS ORIENTED MANAGEMENT IN EDUCATION

Project R.O.M.E.

Identification and Development of Competencies of Building Level Administrators of Thomas County, Georgia: a project report

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PREFACE

This document describes the processes and procedures used to produce a list of functional areas of responsibility of school level administrators, a list of specific competencies for the functional areas, the assessment criteria which will provide objective, observable outcome statements for the identified competencies, and a prototype instructional module. In addition, this document includes an overview of existing literature in the competency area. The Project Report is in two volumes. The first volume contains the actual report, and the second volume contains the appendices to the Report.

The Project activities involving the University of Georgia are funded through a sub-contract with the Project R.O.M.E. Thomas County Board of Education office, which is funded pursuant to a grant under Title III of the Elementary and Secondary Education Act from the Georgia Department of Education. The project is administered in the Georgia Department of Education by the Division of Program and Staff Development.

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INTRODUCTION

Competency-based education is perhaps the most important movement in education today. In direct response to a society demanding increased accountability and personalization, educators at all levels are investigating ways to apply the concept of competency-based education to their particular needs.

One of the studies addressing this new concept is Project R.O.M.E. (Results Oriented Management in Education)--a first year ESEA Title III sponsored research and demonstration effort involving the Thomas County School System, Thomasville, Georgia. Initiated by Thomas County in the Spring of 1973, the major portion of Project R.O.M.E. is concerned with identifying and developing competencies for building level administrators. Thomas County personnel selected the University of Georgia Department of Educational Administration to direct the project and work began in November, 1973. Since that time, school principals and Central Office personnel representing the Thomas County, Georgia School System have been working with the University of Georgia, a committee from the Georgia Teacher Education Council, and the Georgia Department of Education in identifying and developing competencies for public school principals in Thomas County.

This Project Report is one of six interrelated documents resulting from this study. The Project Report describes the processes and procedures used to produce a list of functional areas of responsibility of school administrators, a list of specific competencies for each of the functional areas, the performance criteria which provide objective, observable outcome statements for the identified competencies, and a prototype instructional module. In addition, this document includes an overview of existing literature in the competency area. This report is in two volumes. The first volume contains the actual report and the second volume contains the appendices.

Six products were developed during the first phase of Project R.O.M.E. (through August 31, 1974). These included:

1. Competencies for Building Level Administrators
2. The Assessment of Principal Competencies: System Design -- Procedures -- Field Test Results
3. Building Level Administrator Competency Development Module title: Planning
4. Identification and Development of Competencies of Building Level Administrators of Thomas County, Georgia: A Project Report
5. A Handbook for Identifying and Developing Competencies of Building Level Administrators
6. Projected Development, Refinement and Assessment of Building Level Administrator Competencies: A Plan for Administrators

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PROJECT MANAGEMENT

Because of the complexity of Project R.O.M.E. and the short time period allowed for the completion of all documents, it was essential that the Project be managed as efficiently as possible. At the beginning of this Project, it was apparent that there might be a problem in completing the major tasks because of the limited amount of time available. Upon further delineation of the major tasks, a more critical problem became apparent--the interdependency of each activity on the successful and timely completion of other events. Because of the above reasons, it was felt that a formal Project Management or Monitoring System was needed--one which would identify potential problem areas early in the Project and assist in the reallocation of resources as the Project progressed.

To accomplish these objectives, the Program Evaluation and Review Technique (PERT) was employed. PERT is a modern and effective device used by members to plan, monitor, and evaluate projects and programs. PERT has been used quite extensively in a wide variety of situations. Some of the more common are: computer program development, engineering and design, new automobile tool-up, weapon development systems, etc. Particularly suited to PERT processing are developmental projects, or those that produce a specified quantity of output. Uncertainty is also a general characteristic of most projects using PERT; the PERT system is especially useful when there are unknown or unpredictable factors. PERT has been used with increased frequency in educational research. Used in this way, the system has proven so successful that many contracts now stipulate that the project be monitored by a Project Management System such as the IBM's Computerized Project Management System or Controlled Data's PERT Time System.

Procedures

The first step in developing the system for Project Management used in Project R.O.M.E. was to translate the output requirements into major tasks and sub-tasks, with no time-line attached: Determining areas of responsibility, Developing competencies, Determining performance criteria, Developing assessment methodologies, Developing the prototype module, and Preparing the final reports. The major tasks were then broken down into the tasks or events that were necessary to successfully complete these major tasks or events. (See Key to PERT Calendar, Appendix A .)

The interdependence and the sequence for each task or event were then determined. After this was completed, each task or event was tentatively associated with the responsible person or persons. By coordinating tasks or events with the person who would be completing the activities (See Appendix B for a sample planning form used), it was possible to have a more accurate estimate of the amount of time necessary to complete each task or event and more importantly, the most likely date for completion (See Appendix C .).

From this information the person responsible for each task or event was asked to further delineate these activities to the third or fourth level of specificity. (Appendix D contains examples of the task or event broken down to the fourth level of specificity.) From this information a time-line chart was constructed which was useful in monitoring the progress of the Project (See Appendix E .).

A PERT Chart was then assembled which pointed out the need for rescheduling several tasks or events (See Appendix F .). The time-line chart and PERT Chart were then finalized and used in monitoring schedule task or event dates with actual dates.

The procedure just described was quite effective for several reasons. The time estimates and the deadlines were imposed by the responsible person or persons, not imposed arbitrarily without regard to other tasks or events that might have been assigned to those individuals. In addition, the system assisted each person in monitoring his own progress and provided necessary information to reallocate resources where they were necessary. The development of the Project Management system also allowed each person to view his task in relation to every other task being completed in the Project.

THE COMPETENCY MOVEMENT IN EDUCATION AND ADMINISTRATION: A REVIEW*

Competency-based education is viewed by many as the most important movement in education today. Although a relatively new movement, competency-based education now permeates every aspect of American education and is supported by federal, state, and private grants, as well as state educational agencies at all levels.

A culturally based movement, competency-based education has developed largely as a result of two major forces in America today: society's emphasis on accountability and the need for personalization (Houston, 1974).

Workers at all levels of today's society are expected to be responsible and accountable for their actions. Society's emphasis on accountability expects people to not only be knowledgeable in their field--regardless of whether that field is plumbing, teaching, or medicine--but to successfully use that knowledge in their work (Houston, 1974).

The need for personalization, or individual attention, is the second major force influencing competency-based education. There is a growing movement, especially among today's youth culture, to reject what is considered to be the dehumanizing practices of society and insist instead on individuality, freedom, independence, and recognition (Houston, 1974).

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* A complete reference list for the literature used in this review can be found in the reference section of this document.

It is from these two perceived needs--accountability and personalization--that competency-based education has evolved. Its focus is on performance; knowledge alone is not enough. Competency-based education emphasizes minimum standards applicable to every professional performance while also considering the variables affecting proficiency.

Competency-based education is a powerful movement which is playing a vital role in challenging traditional methods of educational thought. Used properly, it has the potential for transforming existing methods of instruction to a more relevant level in today's rapidly changing society.

The Development of Competency-Based Education

The national movement to develop competency-based teacher education programs has provided the model for a comparable movement in educational administration. Therefore, a review of the development of the competency-based movement and its basic characteristics is essential.

Early efforts prior to the present day competency-based curriculum appear to be rooted in the functional analysis approach to viewing educational administration as advocated by Fayol and Gulick (1937). These pioneer efforts identified the functions of administration (planning, organizing, staffing, etc.) and based educational programs on these functions.

In 1967, Congress passed the Education Professions Development Act which was designed to help attract, prepare, and maintain an adequate supply of competent teachers (Bosley, 1969). During the same year the

Bureau of Research in the U. S. Office of Education took the initiative in encouraging the development of model programs for the preparation of elementary teachers. More than eighty institutions presented proposals, and ten were ultimately funded.

Prior to the completion of the Phase II feasibility stage of the Models Project, a United States Office of Education strategy to fund only those federal programs incorporating a competency-based approach was evident. Since that time competency-based teacher education has proliferated until now more than 500 programs claim to be competency-based or are in the development stage (Schmeider, 1973).

As governmental services have increased in both scope and cost in recent years, various attempts have been made to maximize the use of resources available to governmental officials. Perhaps the best known effort in this direction has been the employment of systems analysis in the defense department in the early 1960's. Attempts have also been made in the educational realm to maximize the use of scarce resources. The movement to employ such systems analysis techniques as Program Planning Budgeting System (PPBS), Program Evaluation Review Technique (PERT), and accountability attest to this.

This attempt to maximize available resources and thereby provide maximum output has forced educational planners to state goals in more measurable terms, prioritize allocation of resources, and re-evaluate traditional processes. Under the systems analysis concept, every aspect (sub-system) of the resource-using mechanism must be analyzed to determine its contribution to the attainment of the desired goal.

Other influences possibly affecting the competency-based curriculum trend in Educational Administration are the peripheral efforts of business' Management by Objectives (MBO) as described by Odiorne (1965) and others, and the mastery learning concepts developed by Bloom (1971).

Since the administrative function in public education represents a key sub-system, this function has been subjected to critical re-analysis. Many questions have been raised regarding the competencies required to administer not only the school of today but also the one of tomorrow. Such questions include the nature of these competencies; the relationship between competencies and performance; and the difference, if any, in competencies required for the various administrative roles.

Characteristics of a Competency-Based Program

Statements of Competencies

Elam (1971) in contrasting performance-based teacher education with traditional teacher education cites that in performance-based programs performance goals are specified and agreed to in detail in advance of instruction.

In addressing themselves to the question of how competencies should be specified, Weber, et al. (1973) state: "One does not develop competency statements for a teacher education program without first developing a philosophical and conceptual framework. The philosophical base of the program must explicate assumptions and values regarding the nature of man, the purposes of education, and the nature of learning and instruction" (p. 20). Johnson and Shearron (Andersen, et al., 1973) support this belief and, in addition, suggest that some competencies are arrived at through a process of task analysis.

It is generally agreed that statements of competencies should be explicit, phrased in behavioral terms and made public (Burke, 1972; Elfenbein, 1972; Andrews, 1972; Elam, 1971).

The Southern States Cooperative Program in Educational Administration (SSCPEA) also defined competency in reference to purpose, quality, and concern for assessing the quality of human actions in behavioral terms (1955). Competency in educational administration results when an individual exhibits behavior that enables him to perform a particular administrative task in the most desirable manner. It was also recognized that in many instances the designation of a task and the choice of a method of performing it depended upon a value base which an individual might possess. It was recognized that the value base which penetrated an individual's behavior was actually a theory of educational administration, and the task which he performed really constituted the job of educational administration. The skills and abilities which the principal draws upon in performing administrative tasks represent his personal equipment or "know how." The relationship of these three elements--theory, job, and know how--was called the Competency Concept (p. 46).

The definition of competency adopted by Project R.O.M.E. to date is that specified by Shearron, Johnson, and Hensel (1973). Shearron, et al., define competency as: ...a rational performance which satisfactorily meets the objectives for a desired condition. Key words in this definition are: rational, performance, satisfactorily, objectives, and desired condition. Rational means that the performer (administrator) has direction and purpose. He knows precisely why he is doing what he is doing. He may have even developed and considered many alternative strategies before he chose to implement the one which he uses.

Performance is more than observable behavior. It may also be that which cannot be observed, such as the manipulation of ideas and the making of judgments and decisions.

In the phrase, "satisfactorily meets the objectives" the word *satisfactorily* is used to indicate that a competency is a performance which is adequate or sufficient. By using this word the definition avoids the implication that a competency is a highly proficient act. At the same time, it suggests that the factors associated with efficiency cannot be overlooked. In this same phrase, the term *objectives* is synonymous with any similar referent (goal, mission) which indicates that the outcomes for the activity have been defined in fairly specific terms.

A *desired condition* is a state of existence in which some specific need or want is satisfied. This need or want might be the changed behavior of some individual or group, a tangible product or idea, an answer to a question, a means of resolving a problem, or a plan or strategy to accomplish some mission.

Another generally accepted definition of a competency is that *it is a performance which takes place during a purposeful activity*. This definition implies that competencies are observable, purposeful, goal-directed activities resulting in pre-specified ends. The emphasis on purposive behavior helps in part to dispel some of the concern that programs based on competencies eventually result in the production of behavioral "robots."

As is the case with other phenomena competencies are given names or referents. These are called statements of competencies and are usually simple phrases written to reflect observable performances associated with the competency. For example, few would disagree that designing a public relations program is a competency. Most would regard this as a rational activity which requires an interaction of thought processes and skills based on a store of knowledge and experience which is colored by the feelings of one's values. Yet, its referent might be simply: Designs a public relations program for a particular school system (University of Georgia, 1973).

Individualized Instruction

Once competencies and relevant assessment criteria have been specified, the next task is to help students acquire competencies through an individualized, personalized, instructional program, which has pre-service and in-service components. Several factors have to be considered during this process.

Provision is made for individual differences between learners and learning styles. Learning is a personal activity. A wide range of individual differences among students varies their rates of learning, style of learning, and learning interests. The University of Pittsburgh model of teacher training was prepared with individualized instruction as the central theme. The concept of individualization adopted in this model was defined by Gorman (1969): "Individualized instruction consists of planning and conducting, with each pupil, programs of study and day-to-day lessons that are tailor made to suit his learning requirements and his characteristics as a learner" (pp. 44-46).

Houston and Housam (1972) have underscored the need for individual assessment to meet the need of varied cultural backgrounds, entry skills, pace of learning, and style of learning. They further stress that provision should be made for alternate paths and individual choice of goals. Other authors support the need for individualized instruction (Giles, 1972; Burke, 1972; Schmeider, 1973).

Many competency-based programs use individualized instructional modules as a means of providing for individual differences. Weber State College calls their modules "Wilkits" as an acronym for "Weber Individualized Learning Kit" (Burke, 1972). Southwest Minnesota State College has labeled their modules "Compac" (Competency Packages, 1973). Of the thirteen competency-based programs compared in the Elfenbein study (1972), nine indicated that their program is, to some degree, modularized. Shearron and Johnson (1969) have developed a model for a proficiency module (PM) which illustrates the kinds of learning experiences that might be available in a PM for one small part of the teacher education professional sequence. It includes general directions, list of prerequisites, preassessment instructions, lists of general performance specifications and supporting behaviors, lists of learning procedures, activities, resources, and post-assessment instructions.

The modular approach differs from traditional approaches in several ways (Houston, 1972): (a) the total program is considered prior to specifying instructional parts; (b) modules emphasize the learner rather than the instructor; (c) modules focus first on objectives, not activities; (d) modules are individualized and personalized; (e) modules include a variety of instructional modes.

Personalized instruction, however, does not automatically happen simply by using modules. Scholock and Garrison have indicated that seven conditions must be met for a program to be personalized (Rosner, 1972).

> 1. Person-to-person experience must be a part of the planned program.
> 2. A variety of instruction-learning options must be available to meet individual needs within the planned program.
> 3. Students must participate in the design of their own programs.
> 4. Students must have the opportunity to participate in the design and development of the overall teacher education program.
> 5. There must be a mechanism, for example, sponsorship, negotiation or performance contracting, that will carry the personalized process. (sic)
> 6. Students and staff must hold preceptions that permit the personalization mechanism to operate.
> 7. There must be an approach to assessment that is consistent with the philosophy of personalization (p. 125).

The Comfield model of the Northwest Regional Educational Laboratory lists personalization as one of four distinct features (Schalock, 1969). Planned personalized instruction is advocated by other authors (Weber & Cooper, 1972; Burke, 1972; Andrews, 1972).

To personalize and individualize instruction, provision must be made for flexible scheduling of learning activities and for continuous progress of the learner. Giles (1972) and Elfenbein (1972) support the need for these characteristics in a competency-based program.

Differentiated Staffing

One element of difference between a competency-based program and a traditional program is the perceived role of the instructor. In a traditional program the instructor is viewed as a dispenser of knowledge; the emphasis is upon teaching. In competency-based programs the instructor is viewed as a facilitator of learning. The emphasis is on "learning," not "teaching." In describing Weber State program, Burke (1972) discusses the new role of faculty members: "The faculty members directed the assessment of the students' progress, assisted the students with their own assessments, and checked out the students on completion of modules" (p. 14). They changed from the role of class leader and lecturer to that of advisor and consultant. The amount of time scheduled for office consultation was doubled from what was formerly scheduled for classes.

The future college faculty role will be changing to meet the needs of competency-based programs. Differentiated staffing, to some authors, is one answer to the increasing need for specialists. Wiersma and Dickson (Andersen, et al., 1973) discuss four new specialists categories to be a part of the future faculty role: (a) Learning Specialists, (b) Research and Evaluation Specialists, (c) Educational Technology Specialists, (d) Instructional Specialists. In the Elfenbein study (1972) three of the thirteen programs compared exhibited evidence of differentiated staffing. Other authors reflect the need for differentiated staffing in competency-based programs (Weber & Cooper, 1972).

Field Centers

The nature of competency-based programs necessitates the use of school settings, often referred to as field centers. Houston & Housam (1972) refer to Drummond who discussed the development of the field center concept in a paper written for the AACTE committee on Teacher Performance:

> (The field center) evolved out of the demand for better accountability, the development of performance criteria related to teacher competence, the fiscal restraints of the 1970's, the need to integrate theory and practice, the recognition that the only way to learn to teach is to teach, and the realization that neither colleges nor school districts alone with their unique competing priorities, will really be appropriate places to prepare teachers. (p. 87)

In the Elfenbein study (1972).eleven of the thirteen programs compared employed field centers.

In-service components

Traditionally teacher education and pre-service have been thought of within the same context. Weber, et al. (1973), list the following reasons for providing pre-service/in-service continuity through a competency-based teacher education program (CBTE):

1. CBTE approaches are designed for growth with respect to given knowledge, teaching performances, and student outcomes, because they define the possible hierarchies of learning in the various skill and content areas;
2. CBTE approaches are deliberately designed for self-renewal; as their content and processes become obsolete, the system is redesigned continuously;
3. CBTE approaches call for timely delivery of instruction; that is, when the teacher needs it, not just during vacation, weekends, and after-hours sessions;
4. The competencies are developed on the basis of task analysis of desired teaching behaviors, and include teachers, as well

as teacher educators, in the analysis;

5. CBTE approaches attempt to make as explicit as possible the alternative objectives and instructional routes from which the next steps of growth can be selected; and

6. CBTE approaches include technology that enables the various partners in teacher education to maintain anticipatory design activities that permit the program to continue delivering the most relevant instruction based on changing needs; no longer is the in-service teacher forced to take a university-based course, irrelevant to her classroom needs, in order to demonstrate professional growth.

An in-service phase operated jointly by the preparing institution and selected school systems, is an integral part of the total Florida State Model (Sowards, 1969). Elam (1971) and others (Burke, 1972; Weber & Cooper, 1972) also suggest that an in-service component is a desirable characteristic of CBTE.

Because of the dynamic nature of our society, new developments in technology, and the creation of innovative educational programs, in-service educational programs must continually provide for self-evaluation, review, and revision.

Competency Based Education suggests a contemporary viewpoint as to the kinds of programs for in-service education which will be needed to meet the demands of the future. The following presents some of the principles which underly Competency Based Education and conceivably lead toward more effective in-service educational programs (University of Georgia, 1973).

1. An in-service educational program should have as its foundation descriptions of the competencies essential to effective performance. In-service practitioners should be guided toward mastery of these competencies.

2. An in-service educational program should provide for differences

among leaders in their accumulation of experience, extent of achievement, and rate and style of learning.

3. An in-service educational program should reflect the changing nature of society and its values and provide for these changes through frequent updating and revision of program content, organization, and procedures.
4. An in-service educational program should be developed and managed by a technology which best facilitates the conservation of resources without detering either from the desired quality of the goals or from the humanizing procedures by which they may be attained.
5. An in-service educational program should be organized to provide for the continuous evaluation, feedback, and revision of all of its component parts.
6. An in-service educational program should be organized and managed so that all persons who utilize the services of those prepared by the program would share in the responsibility for the program.
7. An in-service educational program should be maintained by persons who have acquired the competencies to do the jobs to which they are assigned. Their responsibilities should be clearly specified and they should be assigned to tasks within the parameters of those specifications.
8. An in-service educational program should provide for continuous career long growth and development of the professional worker and it should assist him in updating his knowledge, skills,

and attitudes so that he might attain higher levels of proficiency in the competencies essential to his profession.

Assessment Procedures

In traditional teacher education programs, time is constant and achievement is the variable; whereas in a competency-based program, achievement is constant and time is the variable. Dodl, in describing the consequences of competency-based programs, states (Andersen, et al., 1973): "Teacher preparation would become a non-course, non-credit enterprise. Course and credit have always been tied to a time base. Successful demonstration of competencies is in no way tied to time; in fact, it is theoretically possible to demonstrate all competencies without spending any time in an instructional program " (p. 51).

Not only are the assessment criteria worked out in advance of instruction but they are made public (Houston & Housam, 1972), based upon and in harmony with specified competencies (Elam, 1971) and explicit in regard to expected levels of mastery and specified conditions (Andrews, 1972). This is supported by the comparative study of competency-based programs made by Elfenbein (1972) and an even more recent review of the competency-based movement done by Schmeider (1973).

The information demands of a data dependent education program, such as a competency-based program, are extremely high. Students need information that permits them and their instructors to assess their progress and make appropriate choices among learning steps (Andersen, et al., 1973). According to Hough (1969), the Information and Evaluation Support System utilized by the Syracuse Model "is charged with the task of gathering information about student progress and feeding this information back to the student and instructional staff in a form that will be useful in facilitating the students' self-paced progress through the program" (p. 50).

Systems Management

According to Coffing and Hamreus (Andersen, et al., 1973), competency-based programs are more complex than most current programs. They are characterized by more variety, more data, more decisions, more problems, and more personal and organizational interrelationships. There will be greater differentiation of roles; and the students, employers, and faculty will face unprecedented opportunities for choice and influence.

Any program needs to be managed if it is going to meet its objectives, and a program as complex as a competency-based one needs a management sub-system capable of meeting its needs. One crucial management problem is that of coordinating the efforts of university educators, field practitioners, students, and laymen. This partnership arrangement has been called by some "proto-cooperation." The feasibility report of the Syracuse University model describes this concept well (Syracuse, 1970):

> We assume that the preparation of teachers should be increasingly a joint endeavor involving a variety of professional and lay groups. For example, we assume that such institutions as universities, public schools, industries, regional educational agencies, student groups, parent and lay public groups should be in some way involved in the planning, implementation, and ongoing evaluation of teacher education programs. (p. 109)

Scholock and Garrison, in a discussion of personalization conclude that students should have a continuing impact on the design, development, and operational implementation of the program in which they are participating (Andersen, et al., 1973).

A management sub-system needs a continuous evaluation and feedback component to determine (a) the continuing effectiveness of the system or the need for changes; (b) the continuing relevance of the system in terms of its objectives; (c) the need for the creation of new systems as a result of changing objectives, new developments, or new criteria for selecting alternatives (Andersen, et al., 1973). Elfenbein (1972) and Giles (1972) also indicate that continuous evaluation and feedback are important characteristics of a competency-based program.

Houston and Housam (1972) have asserted that, "technology is the handmaiden of individualization." The scheduling of seminars, lectures, demonstrations, tests, simulations, conferences, videotaping equipment, computer terminals, and other scarce resources to facilitate individualization necessitates the use of systems technology. This belief is supported by Giles (1972) and others (Weber, et al., 1973; Elfenbein, 1972).

A competency-based program is a data dependent program. Data are needed about student interests, abilities, background; about the effectiveness of a given instruction-learning experience; about the appropriateness or usefulness of the learning objectives; about the students' progress, etc. As Rosner (1972) has suggested: "By systematically collecting data at all levels of program operation (and storing it in an effective retrieval system) empirically based decisions can be made about either the plans of individuals within the program or the program as a whole as it moves through time" (p. 123).

A competency-based program is different from other programs because it is designed as a total system, provision must be made for the collection of information needed for program evaluation (Andersen, et al., 1973). Walt Le Baron, in a discussion of the role of systems analysis in teacher education (Andersen, et al., 1973), presents the regenerative feature of a program evaluation system in the form of a feedback loop.

Support for this concept can be found in the conceptual elementary models of Massachusetts and Syracuse (Allen & Cooper, 1969; Hough, 1969). The program evaluation should be based upon information supplied by all persons involved (Andrews, 1972; Weber & Cooper, 1972). Dickson, Kean, and Andersen (Andersen, et al., 1973) believe that teacher educators must become adept at employing research as a basic part of the teaching process. They are supported in this belief by Weber (1973) and Elam (1971).

In summary, the essential characteristics of the competency-based educational model are (1) precise statements of specific competencies, and (2) reliable procedures for assessing competency in terms of appropriate criteria; desirable elements include (1) individualized instruction, (2) differentiated staffing, (3) field centers, (4) in-service components, (5) proto-cooperation between university, the school system, and other lay groups, (6) continuous evaluation and feedback system, and (7) systems technology. Johnson (1972) has clearly summarized these characteristics in the following chart, which compares CBE programs to traditional programs.

Characteristics of CBE Programs	Characteristics of Common Programs
The main indicator of the student's achievement is his ability to do the job for which he is preparing effectively and efficiently.	The main indicators of the student's achievement are his knowledge of the subject and his ability to tell how the job for which he is preparing may be done effectively and efficiently.
Once a student has demonstrated his ability to do the job for which he is preparing, he may do it when he has completed his preparation. Time is not a factor. He may finish earlier than others or take more time than usual if need be the case.	The student operates within specified time limits such as academic years, semesters, and quarters. Class hour requirements are generally adhered to.
The criterion of success is demonstrating one's ability to do the job. Mastery criteria are used to determine how well the student performs. He must satisfy these criteria if he is to be considered competent.	The criteria of success are letter grades which indicate the extent to which the student knows the required subject matter.
There is little concern for entrance requirements. The student starts where he is. If he is not ready, he is helped to become ready.	Entrance requirements are important concerns. If he is not ready he cannot be admitted.
Flexible scheduling of learning activities is essential to provide for individual differences among students. This allows for year round educational opportunities and numerous possible times for enrollment.	Students are scheduled for instruction into fairly rigid blocks of time. The academic year and infrequent mass registration are standard practices.
There are no fixed rules as to how, when, or where learning is to be accomplished.	On-campus classroom teaching is the most common approach to instruction. Lengthy on-campus required attendance is standard.
Opportunities are provided to acquire competencies in practical field experiences or on-the-job.	Practical field experiences are limited.

Competency-Based Educational Administration

Serious efforts on a national scale toward the specification of administrative competencies began as a result of a conference sponsored by the National Association of Secondary School Principals and the Danforth Foundation. Results of this conference were reported in the NAASP Bulletin (March, 1974) with the entire issue devoted to the "Preparation of the Secondary School Principal." In August of 1972, the National Conference of Professors of Educational Administration formed an Interest Group on Competency-Based Curriculum in Educational Administration. With aid from CFK, Ltd., this group initiated publication of the CCBC Notebook, a University of Utah quarterly designed to serve as a national communications link for those interested in the Competency-Based Curriculum in Administration (McCleary, Brown, and Gale, 1973).

The literature dealing with the identification and development of competencies for school level administrators reveals that there is presently a modest, yet growing, body of information dealing with this area. Interest in competencies of administrators has heightened in the last several years. This is evidenced by the number of conferences held, papers delivered at nationwide professional meetings such as the American Educational Research Association, National Conference of Professors of Educational Administration, and the annual conference of the American Association of School Administrators, as well as published papers and books.

Traditional Roles and Responsibilities of School Level Administrators

Statements of competencies must be preceded by delineation of the specific areas of administrator responsibility. This task has been seriously impeded by inability to agree upon the role of the administrator (Wochner and Lynch, 1973).

The textbooks immediately before and after the depression (1930) were written by a relatively small group of people; such men as E. P. Cubberly, Ward Reeder, Leonard Koos, Arthur Moehlman, N. L. and Fred Engelhardt.

While these men were indeed college professors, most of their material and ideas came from school surveys that were conducted under their leadership. By 1940 there was a well established set of "areas of study" considered necessary for the school administrator. This list consisted of from twelve to fifteen items depending on the individual author. A typical list of thirteen is given below:

1. Education as a function of government, state and federal
2. Legal control, school law, tort liability
3. Finance
4. Business management
5. School plant
6. Public relations
7. Supervision
8. Curriculum
9. Scheduling
10. Teacher personnel - selecting - rating
11. Pupil personnel
12. Special services
13. Extra-curricular activities

Since it is quite probable that this list of areas of study came from the field as a result of the rather extensive survey work, one could claim that it represents the role of the administrator for that period in history. It seems to have been assumed that the building administrator (principal) would advance to a central office position which justified an education program that included all levels of school administration. In this case the role of the principal was not given separate treatment.

Until the present time these areas of study have persisted in the textbooks. There has been some reclassification and consolidation, but none have been completely dropped. Since the 1940's there has been a tendency to add a process approach largely borrowed from business management as taught to prospective administrators in business and industry. This is based on the assumption that there are certain operations or processes that are appropriate to any organization whether the product is automobiles or education.

Most writers trace the beginnings of this movement to Fayol's Industrial and General Administration (1916). Fayol described five operations: (1) planning, (2) organizing, (3) commanding, (4) coordination, and (5) control. This became The Science of Administration (Gurlick and Urwick, 1937), The Nature of the Administrative Process (Sears, 1950), and The Administrative Process (Gregg, 1957). The coming of the space age caused a rapid growth in the emphasis on the management process in the education of the school administrator. With this new process approach it may be said that the principal's role is to manage the school in a manner similar to the way an industrial organization is managed by its chief administrative officer.

The school administration textbook today begins with the "areas of study" and changes to management techniques, or it begins with the second and switches to the first as if the author is not sure of the direction of development of the field of study. To be on the safe side additional chapters are added at the end (or at the beginning) that treat the "new" topics such as integration, professional negotiations, educational technology, and civil rights of students.

If the administration textbook reflects the role of the principal, it is expressed in two points of view: (1) the almost classical approach represented by the "thirteen" fields of study, and (2) the management role represented by the introduction of the management process ushered in by Sputnik.

An excellent beginning point for attempting to understand the role of the school administrator is the Southern States Cooperative Program in Educational Administration's (SSCPEA) Better Teaching in School Administration (1955). SSCPEA participants expressed these administrator functions in the form of eight critical tasks: Instruction and Curriculum Development, Pupil Personnel, Community-School Leadership, Staff Personnel, School Plant, School Transportation, Organization and Structure, and School Finance and Business Management. The school administrator applied administrative functions to the tasks which lie in these eight operational areas.

Although seemingly dated, another early work in delineating the school administrator's role is Graff's (1956) Improving Competence in Educational Administration. This work was an outgrowth of conferences held by the National Conference of Professors of Educational Administration and the Southern States Work Conference which stressed areas of critical tasks of educational administrators. Garland (1955) identified nine major areas with criteria statements about educational administration.

These included: (1) employing a creative approach to matters of educational concern; (2) promoting and securing professional growth of people connected with and related to the educational enterprise; (3) manifesting high ability in the assessment of values, purposes, needs, and in their translation into realistic educational goals; (4) exhibiting skills in appraising the manner in which existing situational factors will affect the attainment of goals; (5) establishing and maintaining an appropriate climate which enables effective contributions by those involved; (6) initiating and maintaining procedures and structures which enable broadened participation in the administrative process; (7) securing an effective utilization of all available situational resources; (8) envisioning the totality of administration and integrating its component elements to secure established objectives; (9) providing for systematic review of all phases of the educational venture and affecting desirable reconstructions. Rosenberger (1956), using direct observation techniques, outlined the following critical areas of administrative behavior: (1) setting goals; (2) making policy; (3) determining goals; (4) coordinating administrative functions and structure; (5) communicating; and (6) fostering human relations. Shriver (1955) listed five critical areas of responsibility: (1) administration of staff personnel; (2) administrator-school board relationship; (3) directing school community relations; (4) managing the fiscal and business aspects of the school system; (5) administration and organization of instruction and pupil services. Van Meter and Leftoff (1972) specified twelve "Referent Topics" with which a building level administrator should demonstrate competence. Competency objectives, representative behaviors, and suggested evaluation procedures are subsumed under each topic. Their "Referent Topics" include: (1) instructional improvement; (2) curriculum development; (3) student services; (4) community relations; (5) district orientation; (6) discipline procedures; (7) fiscal management; (8) personal improvement; (9) legal monitoring; (10) staff support; (11) planning and development; (12) evaluating and assessment.

The National Association of Secondary School Principals (1970) has attempted to categorize the updated role of the secondary school principal. It lists the following categories in addition to providing brief statements of functions under each category heading: (1) an educational leader; (2) an administrator; (3) an interpreter; (4) a conflict mediator; (5) an educator of educators; (6) an omnibudsman; and (7) a professional.

Demeke (1971) addressed himself to the changing role of the school principal and pointed to the direction taken by competent principals. He discussed seven areas of competence which include: (1) leader and director of the educational program; (2) coordinator of guidance and special educational services; (3) member of the district and school staff; (4) link between the community and the school; (5) administrator of personnel; (6) member of the profession of educational administration; and (7) director of support management.

Gorton (1971) investigated the relationship between the secondary principal's instructional expertise, as perceived by the classroom teacher, and the likelihood that a teacher with an instructional problem would seek the principal's assistance. He found that perceived expertise was the most important variable in determining whether or not a teacher would seek the assistance of the principal. In addition, of four potential sources of instructional leadership (principal, department head, teaching colleague, or central office staff) the principal was perceived as having the least degree of expertise for helping with instructional problems. As a result of these findings, Gorton concluded that the principal may need to redefine his role responsibilities. In contrast, McIntyre (1973) argued that administration and improvement of the instructional program is an important domain of responsibility for building level administrators. Brubacher and Olsen (1972) confronted the problem of role specification by identifying the four functions critical to the administrator's job: (1) planning; (2) communicating; (3) allocating; and (4) evaluating.

The Secondary School Principals Association of Utah, coordinated by E. T. Demars (1966), generated lists of responsibilities and competencies for secondary school principals. These were categorized in broad areas and are as follows: Planning, Organizing and Generally Supervising the Educational Program, Staff Personnel Administration, Improving the Instructional Program and Instructional Materials, Administering the Counseling and Guidance Programs, Student Personnel Administration, Student Government and Extra-Class Activities, School Business and Plant Administration, Parent and Community Relations, Clerical Work and Office Management, Working with the Central Office and Higher Educational Levels of Organization, and Personal and Professional Activities.

As evidenced in this survey of conflicting administrative role descriptors, the initial task in the specification and development of competencies of school level administrators must be the identification of areas of responsibility appropriate for the system for which they are being adapted.

Specification of Administrative Competencies

The approach for specifying competencies in administration has typically taken the form of deriving statements from need assessment surveys. Using a national sample of secondary principals, McCleary, Brown, and Gale (1973) demonstrated a procedure for identifying and validating statements of competencies. Ratings for thirty-nine competency statements were obtained in terms of importance and competency level required for entry to the principalship. This model has been further refined and employed in identifying sixty competencies; a computer program which can rapidly and inexpensively rate and prioritize statements of competencies has been developed and is appropriate for program planning or assessment purposes for both pre-service and in-service educational programs (Pol and McCleary, 1973).

A number of other studies designed to rank order statements of competency for administrators as a result of need assessment surveys have been conducted. Cook and Van Otten (1973) surveyed prime competencies as perceived by secondary principals; in Hipkins' (1964) survey of professors of educational administration, human relations competencies received priority. Alberto (1970) questioned a number of groups including government and university officials, as well as superintendents and principals regarding priority of competencies. Treblas (1966) found that the value judgments of 256 public school superintendents established the following priorities in the training of educational administrators: (1) development of human relations skills; (2) development of general knowledge and skills related to the administration of the total school program; (3) development of the specific understandings and skills related to subject matter areas and managerial tasks.

Purrington (1968) asserted that since administrator competencies are related to the effectiveness with which the school functions, the administrator must to some degree solve the four problems of productivity, external flexibility, internal flexibility, and reduction of tension and strain. To solve these problems Purrington suggested that the administrator must possess minimum technical, conceptual, administrative, and human relations skills. Todd (1964) isolated eight administrative task areas and concluded that administrator competence in the task areas of Organization and Structure would demonstrate competence in the other seven task areas. Klopf (1972) attempted to postulate a construct of competencies for the elementary principal as educational leader. His list contains personal, generic, and functional competencies.

From research and literature Newbold (1968) identified eleven dimensions of competence: (1) intellectual ability, (2) ability to communicate, (3) judgment and the ability to make decisions, (4) ability to work with others, (5) leadership ability, (6) educational philosophy, (7) dependability, (8) health, (9) content background in education and administration,

(10) teaching experience, and (11) content background in related disciplines. Woodard (1954) determined competencies required of school level administrators in Virginia and considered implications for pre-service education. Peterson (1972) has attempted to identify problem areas related to school finance and translated these into competency statements. Four areas developed include: (1) program funding analysis; (2) school budget preparation and administration; (3) projection of future funding requirements; and (4) finance system evaluation and change. Applying a frequent count to books and periodicals (1946-1956) Webster (1959) obtained a list of 167 competencies which he reduced to 50 discretely different competencies. Hazuda (1970) identified 59 statements of competencies for school business officials.

Several studies dealing with administrator competencies and tasks deserve elaboration because of their particular significance for this study. These are studies by Harry Hartley (1972), Kenneth McIntyre (1972), and the Program Development Committee of the Department Committee of the Department of School Administration and Supervision at California State University at Los Angeles (1972).

Hartley, in attempting to employ Planning, Program, Budgeting Systems (PPBS) in high schools, offers thirteen clusters of tasks which he feels principals are expected to do. Additionally, he lists three sub-tasks under each of the primary tasks. McIntyre (1972) has listed 32 competencies, 8 key responsibilities, and many illustrative indicators.

The Program Development Committee of the Department of School Administration and Supervision at California State University, Los Angeles (Rasmussen, 1972) has developed a particularly helpful list of School Administrator Competencies.

As these lists suggest, the mere proliferation of competency statements is a potential source of considerable confusion. The task becomes one of sorting through lists to find those statements which are appropriate for a particular system for devising new lists for one's special purposes. In addition, there is the danger that institutions and systems may become unable to communicate as a result of rigid adherence to different lists of competencies. To overcome these problems, Erlandson (1973) has generated a framework designed to relate competencies from various sources; it is entitled "Framework for Administrator Competency Assessment" and is the in the process of being tested; data will be available in the near future.

Similarly, Seiforth (n.d.) has developed a two dimensional model for specifying competencies. Criteria are identified on a process and a skills dimension and behavior is assessed and feedback provided on the basis of a checklist and skills-process grid. Mode-building of this type could contribute the structure critical to an integrated approach to program development based on competencies.

Performance Criteria and Assessment Procedures

A basic requirement of a performance-based program is that the performance statements be validated in practice. As validation presupposed agreement on the statements of competencies comprising administrative behaviors, a review of the literature reveals only scattered efforts to establish conclusive validation (Wochner and Lynch, 1973). Relatively few studies have ventured beyond the needs assessment stage in the identification of competencies in educational administration.

Although discussing characteristics rather than criteria, Borg, Burr, and Silvester (1961) suggest that "what is needed in the development of criteria of administrator effectiveness is a bold, behavior-oriented approach which would include measures of human relations skills, effectiveness in dealing with administrative role playing, leaderless group discussion, and similar techniques taken from fields of psychology and sociology" (p. 337).

Gaynor (1972) discusses several instruments which may be helpful in measuring administrative performance. Two of the instruments, the Action Analysis Profile (AAP) and the Means of Communication Profile (MCP), have been tested with persons playing the role of the principal in simulated environments. Two others, the Task Analysis Profile (TAP) and the Administrative Style Analysis Profile (ASAP), are currently being tested with practicing principals, teachers, and citizens in real school situations. The Task Analysis Profile is designed to assist the respondent in describing his perception of the functional content of the principal's role. The Administrative Style Analysis Profile is designed to help him describe his perceptions about the process of the principal's role. The Action Analysis Profile has been developed to help identify patterns of administrator performance in simulated environments. As an instrument it represents, essentially, a taxonomy for content analysis. The Means of Communication Profile is designed to provide for the principal with feedback about the ways in which he communicates with people.

Other instruments which may be helpful in this investigation are Halpin's (1956) Leader Behavior Description Questionnaire (LBDQ), Halpin and Croft's (1963) Organizational Climate Description Questionnaire (OCDQ), and The Principal's Profile (Sprowles, Smith, and Kenney, 1966).

Bolton (1972) described a method designed to facilitate data management in the assessment of the administrator and his effectivness in evaluating school processes and products. Campbell (1952) developed an instrument for assessing leadership competency. A procedure comprised of a series of situational tests has been developed at George Peabody College for Teachers (n.d.) for the purpose of assessing competency in educational administration. Boardman (1971) reported an attempt to develop a computer-based feedback model for an administrative simulation.

The Croft Leadership Action Folio (1969) reviewed the types of evaluation devices for assessing school principals used nationally, including (1) instruments where self-appraisal is optional, (2) instruments where evaluation is required by law, (3) instruments which include checklists in all areas of performance. DeVaughn (1971) outlined models for evaluation forms of two types: (1) performance standards-oriented, and (2) job tasks oriented. Several publications by Educational Research Service (1964, 1968, 1970) described programs of administrative evaluation and samples of the measuring instruments are included. The California Elementary School Administrator's Association (1955) has compiled their standards of performance under the following categories: human relations, administrative skills, and professional growth.

Obviously, a number of evaluation scales and measurement instruments have been developed for assessing administrative performance. However, the need remains for the development of evaluating procedures derived from criteria defined in behavioral terms and related to an organized and integrated set of competencies.

Humanistic Performance Appraisal

When principals are asked to submit to an appraisal of their skills in achieving the goals of the organization, at least two things could happen. They have the option of cooperating, and of fully accepting the attendant risks in saying, "I can't do that." Or they could feel so threatened that they have to cover up and merely go through the motions demanded by the appraisal process, without investing anything of themselves. Theory and research show that there are several variables which will encourage self-investment in the performance appraisal process.

The appraisal process should be based on supportive communication. Recent research findings in the area of interpersonal communication identify the antecedents of defense producing communication. These are: evaluating or judging the listener, displaying a sense of superiority or lack of concern for time, being perceived by him as seeking to control, manipulate, or deceive, and displaying certainty and finality in the communication process (Gibb, 1965). On the other hand, Gibb found that supportive communication had the opposite effect--it encouraged openness and voluntary changes in employee behavior. Supportive communication is characterized by the use of descriptive or informational terms, an atmosphere of equality, spontaneous natural behaviors, efforts to share in defining and solving problems, evidence of empathy and respect for the listener, and a "provisional" or tentativeness attitude instead of certainty and finality on the part of the listener.

Other research emphasizes the supportive approach. Mellinger (1956) studied interpersonal trust and communication. He found that if a person did not trust another, he tended to hide his own attitude about an issue so that the accuracy of the listener's perception was impaired. If this situation existed in an appraisal process, positive results would be improbable.

Performance appraisal should be linked to helping principals develop their own identity, the "intrinsic self" of which Maslow (1968) speaks. Maslow would see performance appraisal as a tool to discover identity in which "we discover who we are, what we love, what we hate, what we value, what we are committed to" (p. 692). By accepting the person in the performance appraisal process, we help him not to give up his "self" as he acquires new habits, but to enhance identity. Maslow believes that by "showing the learner what are his aptitudes, what he is good for, not good for, what are his good raw materials, his good potentialities," we actually enhance self-identity (p. 693). In this process, learning to be a person becomes more central and more basic than just the impersonal learning of skills.

It is also important to be aware of the relationship between performance and motivation in the performance appraisal process. Mager and Pipe (1970) distinguish between a performance discrepancy caused by a skill deficiency and one caused by a motivation deficiency. Skill training will be ineffective if the problem exists because a task is punishing, or unrewarding. Hertzberg's research on the motivation-hygiene concept (Hertzberg and Hamlin, 1961) points out that the highest motivators, what could be called the humanistic growth factors, are: freedom to act, an atmosphere of approval, involvement, responsibility, recognition, and utilized aptitudes. When these motivators are not present, stress is induced (Marrow, 1972). This stress cannot be reduced by skill training. Therefore in a humanistic performance appraisal process, an appraisal must also include the nonskill related factors of an individual's performance, what has been termed herein as the motivational factors.

Principals should be encouraged to accept responsibility for their own development. Brehm (1966) studied the negative effects of restriction on behavioral freedom, such as is communicated when a person is forced into a training program. He found an increased desire to do whatever the individual believes he may not be able to do, as well as a feeling of hostility toward the person who seeks to restrict his freedom. According to Byers (1970, p. 248), all management development is essentially self-development. Therefore, the role of the organization is to provide the "growth climate" along with the education, training and planned experiences which supports and supplements the individual's self-development efforts rather than to compel the employee to undergo training.

The "growth climate" is established more readily if the following conditions, according to MacGregor (1957, p. 7), are met:

1. The shift of emphasis from appraisal by a superior to analysis by the subordinate himself. The subordinate becomes an active agent, not a passive object. He takes responsibility for developing his own potentialities. This in itself can have quite an impact on a person's self-esteem, job satisfaction, and feelings of security, for he is utilizing his own capabilities to achieve both his own and the organization's objectives.

2. The shift of emphasis in the basic assumption as to who knows what is best for the subordinate. In the traditional approach to evaluation, the assumption is that the superior knows what is best for the subordinate. In the newer approach, the subordinate is assumed to know what is best for himself.

3. The emphasis shifts from concentrating on the past to concentrating on the future. Appraisal thus becomes a means to a constructive end.

4. Finally, the emphasis in the newer approach is on performance, on action related to goals. Personality becomes less of an issue.

If these conditions are established, the changes are lessened that principals will be in the dark about where they stand. Nor will they forget that they are the main participant in their own development, and are responsible for it.

Kindall and Gatzer (1966, p. 146) spell out what can be said to be a humanistic approach to performance appraisal:

1. The subordinate knows in advance the basis on which he is going to be judged.

2. The superior and subordinate both agree on what the subordinate's job really is.

3. The program takes place within the superior-subordinate relationship and should strengthen it.

4. The program is a self-correcting characteristic which tends to help people set targets that are both challenging and reachable.

5. The program provides a method of spotting training needs.
6. This appraisal approach treats as a total process a person's ability to see an organization problem, devise ways of attacking it, translate his ideas into action, incorporate new information as it arises, and carry his plans through to results.

To summarize, performance appraisal to be humanistic, recognizes that the human being is the organization's most valuable resource and that the main objective is to help the individual, in this case the principal, to optionally achieve his own potential.

In a study at one of the NASA bases, Marrow (1972) found that role ambiguity was significantly related to low job satisfaction and to feelings of job related threat to one's mental and physical well being. The more role ambiguity the individual reported, the lower was his utilization of skills and knowledge, and the lower was his utilization of his administrative and leadership skills. This lack of utilization also adversely affected satisfaction, and increased job related threat.

Training Program Packages

Several prototypal models of competency-based training packages for educational building administrators are in the process of development. At the University of Kansas (Van Meter and Leftoff, 1972) a multipurpose, competency-based program has been implemented which can be used for pre-service, in-service, or self-improvement. Competency objectives, representative behaviors, and suggested evaluation procedures are included, as well as three levels of performance for the competencies: resident stage, intern stage, and the practitioner stage.

The competency-based individualized program instituted at the University of Utah (McCleary, 1972) specified three dimensions relative to each competency: (1) content specified in terms of conceptual, technical, and human skills; (2) levels of learning specified as familiarity, understanding, and application; and (3) methodology in terms of sixteen identifiable types. The Utah R and D Learning Lab is currently in the process of specifying competencies, developing instructional modules, and determining effectiveness of learning.

The University of Connecticut (Brubacher & Olsen, 1972) has prepared a total competency-based program in educational administration and a 39-item questionnaire has been devised for evaluation of competencies.

The University of Vermont (1972) has implemented a competency-based program for educational administration which includes ten general objectives, a process by which students select specific objectives, alternatives for achieving each objective, and a portfolio evaluation system.

California State (Rasmussen, 1972) has revised its administrative training program based on statements of administrative competencies. Areas of competency included are human values and skills, technical skills, and knowledge, theories, and concepts.

Various recommendations for innovation in training of administrators have been considered. Culbertson (1969) offered suggestions for content and structure, recruitment, and delection, instructional approaches, field-related experiences, program evaluation and development. Hughes and Achilles (1971) have proposed a training model which tailors a joint program for a district-selected trainee and a practicing school administrator in an intern-extern approach which required close cooperation between the university and the local school system. A tri-partite model for a competency-based program in educational administration was prepared by Moore (1973). It is composed of limited basic courses, campus learning centers, and field laboratories; both in-service and pre-service components were included.

Relationship Between Results Management and Principal Competency Development

Scanlan (1969) believes that productivity, or management for results, is a way of insuring maximum utilization of individual talents and strengths along the way to achieving maximum levels of achievement for individuals, for departments, and for the total organization. In the development of the results management approach, Scanlan recommends that a process of functional analysis of the job be carried out to determine: (1) areas of responsibility, and (2) to develop performance criteria and measures of performance. The next step, according to Scanlan is to develop specific objectives for improvement where a manager feels improvement should be made. It is at this point that the connection between competency development and results management is immediately apparent. When the employee is not able to achieve the performance objectives with his current skills, a competency development process is necessary. Thus, competency development must be seen as an integral part of the results management process. When a preparation program is successful, individuals will be able to accept greater job responsibilities, will become more independent, and will be ready for possible future advancement. In a phrase, they will achieve better results.

Summary

Competency-based education challenges traditional methods of educational though and may be the most important movement in education today. Used properly, competency-based education has the potential of transforming existing methods of instruction to a more relevant level in today's rapidly changing society.

There is a considerable body of literature currently being accumulated in the area of competency-based educational administration. This material represents a valuable source of direction and guidance for the development of competencies for building level administrators in Thomas County. The products and experiences of other groups involved in the task of competency-based development have been immensely useful in developing a program which is uniquely suited to the needs of Thomas County as well as adaptable to similarly situated school districts.

DEVELOPMENT AND CLASSIFICATION OF COMPETENCY STATEMENTS

Introduction

The most important task of this initial phase of Project R.O.M.E. has been to identify specific competencies which are relevant to the principals in Thomas County and meaningfully classify these competencies by functional levels of responsibility. The result of this work--a final classified list of 306 administrative competency statements--provided the basis for all other components of the Project.

This portion of the Project Report will describe in detail how the administrative competency statements were developed. It is divided into two major sections: (1) Competency and Model Development, which includes a discussion of the literature review, synthesis process, model development and description, flowchart and rewriting of statements in performance terms, and the affect-knowledge levels needed in the future; and (2) Input from Thomas County Principals used in developing the competencies, which includes a discussion of the workshop, Goals for Georgia, and a time-motion study.

Competency Development Processes

Literature Review

Initial attempts to identify competencies of building level administrators in Project R.O.M.E. began with a review of existing competency statements in the professional literature of competency-based education and educational administration. Project staff reviewed research for a three month period, compiling lists of competency statements found in 50 literature resources. In many instances competencies were identified by other related terms currently used by various authors such as administrative duties, responsibilities, necessary performances, functional roles, etc.

Preparation of an ERIC (Educational Research Information Clearinghouse) search yielded an extensive computer printout identifying many of the sources used in compiling the list of competency statements. The descriptors and related terms used were principals, competencies, job skills, administrator role, task performance, administrator responsibility,administrator evaluation, administrator qualifications, educational responsibility, leadership responsibility, school responsibility, management development administrator education, and management education.

Project Staff also reviewed books written in the area of competency-based education and educational administration, education and administration journal articles, doctoral dissertations, working papers produced by competency-based programs throughout the country and related project reports in preparing the list. An estimated 3,000 competency statements were compiled from the literature sources and listed according to bibliographic information in Appendix G . The statements found in the compilation do not necessarily fit either the definition of competency or the classification system (R.C.C.M.) used in Project R.O.M.E. They represent the kinds of roles, functions, duties, responsibilities, etc., deemed important by professionals writing about the principalship.

Classification of competency statements found in existing professional literature sources began with the definition of important aspects of a principal's performance in the schools. Literature sources described seven functional areas of principal job responsibilities. Additionally, the "form" of existing competency statements implied that six administrative operations or major areas of administrative behavior were an integral part of principal job performances. These two basic dimensions were used by Project R.O.M.E. staff as an initial system to classify competency statements. However, as identification and classification tasks proceeded, it became obvious that a more inclusive model would best serve the purposes of Project R.O.M.E. The result was the generation of the R.O.M.E. Competency Classification Model to synthesize and classify existing competency statements found in the professional literature, and to facilitate the rewriting of principal competency statements in performance terms. (Appendix H).

Rome Competency Classification Model

Initially Project Staff sorted each of approximately 3,000 competency statements derived from the literature according to the appropriate functional area of responsibility represented by statement content. If the statement was more logically classified in an administrative operation, it was categorized accordingly. Perusing existing competency statements revealed a large amount of duplication requiring synthesizing and reduction of statements without the elimination of content emphasized in literature sources. In this manner, the initial compilation was reduced to approximately half (1500) by eliminating obvious duplications.

Once the initial compilation was reduced by eliminating overlap and statements were sorted into grid categories, a system was developed for standardizing the form in which statements were written. Because of the wide variety of ways in which statements were written and delineated in the professional literature, the decision was made to generate and classify competencies on the basis of their overall performance characteristics. A distinction needed to be made between competency statements written in performance terms as opposed to existing statements of knowledge or affect competencies. To fit the predicted uses of the model (described below), competencies written in general performance terms were preferred to those reflecting knowledge or affect concepts of competence.

Thus, three primary considerations were made in classifying existing competency statements to fit the Rome Competency Classification Model (R.C.C.M.): (1) the degree to which a given functional area of responsibility was reflected in the content of a particular statement, (2) the major administrative operation indicated by the statement and (3) the degree to which the statement met performance specifications.

To facilitate the rewriting of existing competency statements in performance terms, a system flowchart was designed to standardize statement format. (Appendix I). Statements of principal competence were consequently standardized according to form, and rewritten statements were logically classified in the R.C.C.M. In order to avoid problems with the complexities of the language found in existing competency statements, a word list synonymous with administrative operations of the model was generated (Appendix J). This list does not necessarily represent a complete list of all possible terms; however, it was useful in both rewriting statements according to flowchart components and classifying statements within R.C.C.M. cells. A set of general guidelines for the logical classification of competency statements using the R.C.C.M. is reflected in the system for rewriting and classifying competency statements. (Appendix K).

The designed system for rewriting existing competency statements and classifying them in the R.C.C.M. was applied to the reduced set of 1,500 principal competencies. In cases where statements could not satisfy characteristics of the system, they were eliminated or were rewritten to meet system specifications. This process again prevented elimination of "content" believed to be important by those writing in the professional literature. As statements were compiled and fitted to various R.C.C.M. cells, duplication in statements was eliminated by components within the designed system. This process served to reduce the set of approximately 1,500 competencies to approximately 315. The initial compilation of competency statements denied from the literature (3,000) was reduced by approximately 90%. Large numbers of competency statements synonymous with certain administrative operations, e.g., planning are represented in the classified list, while other areas in the R.C.C.M. were hardly represented. One possible explanation may be that those writing in the area of professional competency of school administrators view certain aspects of the principal's functioning as more important than others.

The rewritten list of competency statements (see pages 10 to 54 of Competencies for Building Level Administrators, Project R.O.M.E., August, 1974; for complete list) is organized on the basis of two considerations: (1) the level of generality or specificity of a particular statement once it has been identified with the appropriate model cell, and (2) whether a particular statement is a logical performance indicator of a more generic competency existing above. Therefore, performance statements at the second or third levels are not in all cases "indicators" of more generic competencies under which they are classified. The rewritten list also yielded general competency statements for which no performance indicators were found in the literature. No inference should be made that performance indicators cannot be added to the list. As performance indicators are identified for competency statements which are not specifically delineated, they can be added to the classified list.

Description of Model Dimensions

Functional Areas of Responsibility

Functional areas of responsibility as designated by the R.C.C.M. represent a general consensus of traditional principal roles derived from the literature. Several major areas defining a principal's job in his school were reoccuring in the professional literature. In order to identify Functional Areas of Responsibility, Project R.O.M.E. staff synthesized existing job rate lists and delineated seven areas most frequently emphasized in the professional literature. The model is not static in this respect and dictates that other functional areas could be added as necessitated by future study. As other discrete areas of responsibility are identified as being independent of those already defined, they could be added and appropriate competency statements written.

Responsibilities identified in the Functional Area of Responsibility Curriculum and Instruction include such things as reviewing instructional programs, materials, curriculum problems, educational planning, and achievement testing programs. To the extent that competency statements reflect responsibilities in instructional leadership, they would be classified in this R.C.C.M. cell. The functional area of Staff Personnel includes staff utilization, employee benefits, personnel information, in-service workshops, etc. Competency statments in this R.C.C.M. cell would reflect required performances necessary for efficient functioning regarding a principal's leadership with his staff. A more complete list of conceptual examples synonymous with each Functional Area of Responsibility can be found in Appendix L .

Administrative Operations

Administrative Operations as defined by the R.C.C.M. approximate processes or behaviors implemented by school administrators when performing administrative duties in school systems. The intersection of administrative operations with a Functional Area of Responsibility collectively defines and identifies role responsibilities and performances related to successful task completion. Functional areas and administrative operations are interdependent when viewing the principal's role in the school. If the role of the principal is viewed without also considering the operations which are performed in various functional areas, the resulting definition is incomplete in that no "process" is considered. The collective examination of Functional Areas of Responsibility and Administrative Operations aided Project Staff in determining what competencies or behaviors were important for maximizing principal performance in a particular cell. The same approach aided in rewriting and generating logical statements of principal competence by clarifying areas of responsibility and administrative behavior involved in principal performance.

Each administrative operation defined in the R.C.C.M. is independently functioning. That is, one can enter the Administrative Operations domain at any point in any Functional Area. If, for example, one needs to implement a budget, he would begin at the "implementing" and "Fiscal Management" cell on the R.C.C.M. However, the assumption has been made that sufficient information has been collected, plans made, thoughts communicated and decisions made prior to the implementation phase.

Implicit in all six administrative operations is the concept of recycling. This may occur in any particular operation separately or from one operation to another (i.e., from "decision making" to "collecting information").

Collecting Information

Collecting information is a compiling of data needs to perform tasks. It is a diagnosis phase, a synthesizing of available information, and identifying possible sources of information. Information can be collected in any of the seven functional areas of responsibility, depending upon the principal's need at any particular moment. For example, if the principal is interested in finding out how parents feel about instituting a new method of reporting pupil progress, he would be collecting information in the functional area of school-community interface.

Planning

Alternatives are considered, objectives established, and resources allocated, maximizing objectives on a pre-determined schedule in the planning operation. Curriculum planning, for example, might be sitting down with the curriculum council considering alternative patterns for structuring the high school social studies sequence with required and elective courses. Planning in the area of support management might involve working with the Director of Transportation in considering alternative bus schedules for transporting students to and from school each day.

Communicating

This process is vital in all of the administrative operations. One cannot collect information, plan, implement, or evaluate without communicating. However, when communicating is considered as a separate operation on the R.C.C.M., it indicates an exchange of information about ideas. Communication is involvement of staff, students, community, etc., in exchanging information about the ideas one has.

Decision Making

During this operation, the most reasonable alternative is chosen from among those being considered in any of the functional areas of responsibility. For example, the most reasonable bus schedule for a school is selected, or the most viable means for reporting pupil progress is chosen.

Implementing

This operation involves putting a decision made into action. For example, if a school is implementing a flexible-modular schedule, several alternatives would have been considered in terms of number of modules, length of modules, frequency of change in the schedule, etc. Once the most viable schedule had been determined, it would be implemented in the school.

Evaluating

This process generally requires that data are collected, analyzed, and compared with pre-determined standards or past performances. Particular evaluation competencies may relate to either process or product evaluation in any functional area of responsibility.

Reference Groups

The R.C.C.M. conceptualizes the principal's performances of various competencies or competency "clusters" in relationship to groups of persons most logically affected by this performance. Reference Groups represent "publics" with which the principal interacts daily on the job, rather than an additional dimension for classifying competency statements. As principals become competent and perform existing competencies, consequences of performance should be observable. For example, the principal may have acquired competencies in the area of Staff Personnel that relate to the Administrative Operation of Planning. If the principal is competent in this area, then staff within his school would logically represent the referent group most directly affected by the performance of this cluster of competencies. Staff members in his school would be in the best position to evaluate performances in this area since they are most directly affected by them.

Using another example, suppose the principal's performing is related to the functional area of School-Community Interface. More specifically, talking with members of the community concerning various policies and procedures, etc., in his particular school. Community, then, rather than other referent groups, would be in the best position to evaluate how well he is interacting with community members. The larger community, for this particular cluster of competencies, would be logically in the best position to assess whether the principal is competent.

Various referent groups could yield information about existing competency levels of principals in relationship to competencies of identified and known importance. In this sense, reference groups could be surveyed to establish baseline information about current levels of principal competence in relationship to competencies in the R.C.C.M., a form of external or consequence evaluation.

Assumptions of the Rome Competency Classification Model

The Rome Competency Classification Model (R.C.C.M.) necessitates that several assumptions be made about the way in which principal competencies have been initially conceptualized, classified, and potentially made operational. The assumptions delineated below include specific considerations given to the competency classification and synthesis processes used in the initial phase of Project R.O.M.E.

1. The model assumes that competency statements classified within any model cell reflect overt performances of the principal. Since the system for rewriting principal competencies required that competencies meet performance specifications, statements of competence written assumedly reflect real principal behaviors.

2. The model assumes that competency statements classifiable within the model have at least two characteristics represented by the model dimensions of Administrative Operations and Functional Areas of Responsibility.

3. The model assumes that knowledge and affect competencies underlie all principal performances classifiable within the model. However, knowledge and affect competencies assumedly must be reflected in overt performances of the principal if they are to become operationalized and/or measured.

4. The model assumes that competency statements classified in any model cell represent behaviors of the principal that are discrete and distinguishable from one another. The R.C.C.M. assumes that performances in one model cell, taken singularly or in combination, are distinguishable at the behavioral level from those in other model cells.

5. The model assumes that model dimensions (Functional Areas of Responsibility and Administrative Operations) do not necessarily represent a "mirror image" of all the realities with which a principal deals in his daily functioning. The "reality" of identified competencies and model dimensions is strongly dependent upon the future accumulation of observational and other measurement data to establish the validity of the performance statements, and to relate these to essential functioning on the job.

6. The model makes no assumption about the relative importance of principal performances classified in particular

model cells. The importance of particular competencies reflecting certain administrative operations and functional areas of responsibility may well depend upon judgmental data derived from local system needs.

While the first synthesis and rewriting of competencies has been in general performance terms, the R.C.C.M. assumes that certain knowledge and affect competencies are required if particular performances are to occur. One future task of the competency based administration project in the State of Georgia might center on identifying knowledge and affect bases for the performances currently classified.

Discrete characteristics of the model imply that those competencies classified in the front, upper, right-hand cell, indicating the operation of Collecting Information in the functional area of Curriculum and Instruction, are different performances than those competencies classified in other model cells. The validity of this assumption can only be checked through direct observation and/or measurement of principal performances on the job. In addition, discrete characteristics of the model imply that the principal's overall competency in any Functional Area of Responsibility is best understood as an accumulation of "clusters" of competencies unique to particular Administrative Operations. When a particular principal is observed and evaluated against external criteria or in consideration of consequences generated by his performance, he might be judged competent in some model areas and not in others. This conception of viewing principal competence allows for existing variability in principal competencies between particular principals in various systems and schools. For future needs assessment, diagnostic, and training purposes, these are considered assets of the R.C.C.M. The model then becomes adaptable to the variability in school systems in various locations.

There may be "generic" sets of competencies that all principals need as minimum essentials to function competently on the job, regardless of school considerations. The identification of these generic, essential competencies must await future evaluation and assessment activities. In addition, the model assumes that clusters of competencies required of a particular principal in a particular school may be quite different from those required for other principals in other school systems. The R.C.C.M. serves the purpose of logically classifying competencies developed in the future to fit traditionally accepted roles of educational administrators. To this extent, the model is considered a practical and useful device.

Uses of the Rome Competency Classification Model

As efforts towards developing competency based training and certification programs for educational administrators in the State of Georgia continue, several uses of the R.C.C.M. seem feasible. The uses described below reflect conceptual applications of the model to fit the needs of impending competency based programs at the State, local and university levels. The model is not directly applicable to any of the uses discussed at this time. However, future project efforts might center on the tasks described below, using the R.C.C.M. as a working conceptual framework to guide research and development activities.

1. Classification of Competency Statements: The model can be used for the future classification of additional competency statements representative of the various Functional Areas of Responsibility and Administrative Operations already identified. While first efforts towards identifying and developing administrator competencies in Project R.O.M.E. have necessitated a focus on overt performance statements, identification of subsumed knowledge and attitudinal components is considered important. The model can serve as a format for the logical classification of information related to performances of the principal deemed necessary if performance is to take place. If the principal has to "understand" certain bodies of information, and has to "know how" to do certain tasks, then identification of a knowledge base for all performances seen as essential becomes an important task.

Once identified and logically related to statements of performance, knowledge and attitudinal information can serve as the basis for the development of criterion referenced tests. These instruments have utility at the pre-service and in-service levels for answering questions related to whether a particular administrator has and/or understands the essential information assumed to underly the performance of many diverse competencies.

2. Development of Training Packages: The model could be used in the future development of training packages for assisting principals in moving from "where they are" relative to an assessment battery, to "where they would like to be" relative to particular competencies. Using competencies identified in particular model cells (clusters), training packages could be developed on the basis of objectives derived

from the competency statements themselves. It appears that at least forty-two distinct training packages could be developed from the R.C.C.M. to date. As additional competencies are identified and classified, additional training packages would be in order. Thus, the model allows for the development of training materials specifically related to particular Functional Areas of Responsibility and their interactions with specific Administrative Operations.

3. Evaluation and Assessment Activities: The model might be used as a conceptual basis for developing assessment and evaluation procedures to determine where the principal stands in relationship to competencies in various model components. The model dictates that assessment activities are of at least two types. The first might be called *internal evaluation*, which sets the objective of answering whether a particular principal is meeting performance criteria established for particular competencies within the model. The second type of evaluation, *external or consequence evaluation*, sets the objective of assessing principal performances on the basis of information provided by those logically effected by his performance -- the various Reference Groups in the R.C.C.M. Evaluative information forthcoming from internal evaluation procedures answers questions concerning the degree to which a given principal is competent. Evaluative information derived from external evaluation procedures answers questions about whether particular competencies are deemed important and/or are practiced, as judged by those with whom the principal interacts.

4. Principal Profile Analysis System: A fourth use suggested

by the R.C.C.M. is the development of a principal profile analysis system. A profile analysis instrument derived from clusters of competencies identified within the R.C.C.M. might have both diagnostic and prescriptive value. Where training packages have been developed on the basis of objectives derived from competencies in various model cells, a needs assessment instrument administered to particular principals could provide information about needed training to increase or acquire competence. Such a profile analysis system would be most useful for assessing the needs of and training administrators at both the pre-service and in-service levels. Administration of a principal profile analysis system to principals in the field may generate information about the principal's needs, which can be combined with other needs assessment strategies for a particular school system. Once competency needs are established, training for specific competencies can proceed through the use of developed training programs.

5. Certification Programs: The model could be used as a guide for the establishment of competency areas and performance criteria necessary for the development of competency based certification systems for school administrators. Validated competencies, synonymous with various Functional Areas of Responsibility in the R.C.C.M., for example, might be used for establishing areas of administrator certification in the state. A state program might choose to certify principals in several different competency areas, and at various levels. Areas of certification would be dictated by assessment procedures based upon certain competencies, and certification levels by the degree to which principals met competency criteria. Level I certification might consist of a

principal demonstrating knowledges identified as essential for the performance of particular competencies through the administration of more traditional objective tests. Level II certification, on the other hand, might consist of assessment of principal performance in either simulated situations or on the job. Alternative certification programs might include Level I and Level II certification of principals using a minimum set of essential, generic competencies, deemed important in producing student achievement as well as other products in the school.

INPUT FROM THOMAS COUNTY PRINCIPALS USED IN DEVELOPING THE COMPETENCIES

A primary objective in developing the final list of competencies was that they accurately reflect the educational goals and needs of Thomas County.

Thomas County principals and other county administrative personnel provided input in the development of the competency statements through their participation in three important studies: a special workshop held in Thomas County, a survey concerning the Goals for Georgia, and a time-motion study.

The Thomas County Workshop

A workshop was held in Thomas County in January, 1974 for the purpose of delineating and defining locally desired principal competencies.

Participating in the two and one-half day work session were principals and administrators from Thomas County, R.O.M.E. Project staff members from the University of Georgia, and two outside consultants. (Appendix M , "Participants in the Thomas County Workshop.").

The purposes of the workshop were fourfold:

1. To establish a solid working relationship between the University of Georgia and Thomas County;
2. To provide an opportunity and environment whereby the Thomas County staff could feel an ownership in their part of the project;

3. To identify problems which were felt to be important at the grass roots level; and

4. To write competency statements which had been translated from the experiences in Thomas County, as these experiences related to the role of the principals.

In order to accomplish these objectives, a procedure called the "Nominal Group Process" was utilized. (Appendix N , "Guidelines for Leadership in Conducting Nominal Group Meetings."). This process was followed step-by-step as workshop participants entered each new phase of their assignments. A great deal of importance was placed on the process by which the specific workshop tasks were accomplished. In order for the Project to be a success, it was important to create an atmosphere of cooperation and mutual help between the Thomas County staff and the University of Georgia staff.

The workshop centered around this question: "What are the most significant barriers or problems preventing principals from fulfilling their responsibilities and functioning effectively?"

On the first day of the workshop, after a brief get-acquainted period, the total group was sub-divided into two smaller groups representing a fairly even balance between university and public school. The two groups, each headed by a consultant, were located in two different rooms.

Each group member was asked to write down specific items which would begin to answer the question: "What are the most significant barriers or problems preventing principals from fulfilling their responsibilities and functioning effectively?" After twenty minutes, the leader began asking each member of the group to suggest answers to the question. Each participant in turn suggested an item which the leader then wrote on newsprint and displayed at the front of the room. No editorializing, valuing, or debating occurred at this point. Each participant's statement went on the newsprint as it appeared on his own worksheet. The leader continued going around the group until all the items on each member's worksheet had been suggested at least once. Using this process, each group arrived at a total of 43 statements.

After the lists for each participant were exhausted and the 43 total statements written on newsprint, each group member was given ten file cards. The group members were asked to look over the 43 statements and pick the ten which personally seemed to be the most crucial in answering the original question. The participant was then asked to assign a point value of ten to one to each of his statements. The number ten represented the most crucial item, in the opinion of the individual participant, and the number one represented the least critical item. Each participant gave his ten cards to the leader and, during a break, the cards were tabulated and the results displayed on the newsprint.

After the first vote was completed, each participant had an opportunity to analyze the results. The leaders allowed discussion concerning the results--questions could be asked, concerns raised, and ranking disagreements aired. Anyone could defend any item, even those items which received few or no points. After this discussion, a second voting took place, and the results once again were tabulated.

Pages 68 and 70 show the results of the two tabulations. For example, Item #3 under Group 1 says: "Lack of specific long and short range plans by the District." Under the column titled "1st Vote" there is a 7 under the Nominations Column and a 54 under the Points Column. This means that seven different people listed this item as one of their top ten, and it received a total of 54 points from these seven individuals.

The same procedure was used for the second vote as for the first. The result was a "Priority List According to Total Points" for each of the two groups. (See pages 69 and 71).

On the second day, the two groups were brought together to analyze the results of Thursday's activities. The data had been compiled, typed, and duplicated for the participants. The first item of business was to take the 22 statements which had been prioritized by the two groups on Thursday (eleven from each group), follow the same process with the three-by-five cards and the ranking from ten to one, and arrive at a prioritized list which the total group could accept. (See page 72, "Priority List According to Total Points").

GROUP I

Responses to the question: "What are the most significant barriers or problems which prevent principals from fulfilling their responsibilities and functioning effectively?"

1st Vote		2nd Vote		Item	
Nom.*	Pts.	Nom.	Pts.	No.	
0	0	0	0	1.	Dealing with ineffective teachers.
0	0	0	0	2.	Teachers demanding too much of a principal's time.
7	54	9	69	3.	Lack of specific long and short range plans by the District
4	27	7	33	4.	Lack of good relationships with teachers and staff members of all levels.
3	30	4	19	5.	Inadequate financial resources and budget constraints.
6	35	10	60	6.	Difficulty of keeping lines of communication open at all levels.
5	35	7	50	7.	Consistently maintaining an atmosphere conducive to learning.
0	0	0	0	8.	Ineffective time budgeting.
1	4	2	14	9.	Lack of ability to recognize and utilize unusual talents of faculty.
5	28	6	35	10.	Conflict between personal and organizational goals.
2	20	4	25	11.	Should be a change agent for innovation in the school (receptivity).
2	13	2	6	12.	Espirit de corps.
0	0	0	0	13.	Lack of personnel to do the job.
1	6	5	27	14.	More adequate systems of testing and placing students (evaluation and students and staff).
4	26	3	18	15.	Lack of objective-centered instructional approach.
1	3	2	9	16.	Failure to delegate specific responsibility to teachers.
3	18	0	0	17.	Ambiguous assignment of decision making responsibility.
4	21	3	13	18.	Pressures of time preventing principal of doing the job as he perceives it.
4	24	3	9	19.	Maintaining effective and diplomatic public relations with community as a whole.
4	27	5	16	20.	Excessive non-administrative responsibilities and expectations.
2	5	0	0	21.	Little effort toward staff development programs for principals.
2	12	1	8	22.	Span of control.
3	5	0	0	23.	Serve as major force for curriculum of the school.
1	3	0	0	24.	Time required to state and restate problems.
0	0	0	0	25.	Doing the work of school nurse.

*Nominations

1st Vote		2nd Vote		Item	
Nom.*	Pts.	Nom.	Pts.	No.	
1	2	1	4	26.	Changes in social and economic conditions placing stress on school.
4	18	3	6	27.	Solving discipline problems.
3	9	1	3	28.	Inadequate professional training in curriculum development skills.
3	16	1	1	29.	Difficulty in interpreting school program to the community.
3	18	8	38	30.	Failure to keep abreast of latest developments and ability to adapt.
1	8	2	7	31.	Inadequate knowledge of community's educational desires.
1	8	4	24	32.	Difficulty in reaching agreement on what principal is supposed to do.
6	35	6	44	33.	Accountability without authority.
1	10	0	0	34.	Limitations of school building design and equipment.
1	7	1	5	35.	Lack of cooperative Central Office and Board of Education.
0	0	0	0	36.	Unwillingness to look at things objectively.
0	0	0	0	37.	Stability and fairness-consistency.
5	21	5	23	38.	Inadequate support from community and Central Office.
0	0	1	2	39.	The principal's image.
2	9	0	0	40.	Change in training and certification for teaching and administrative competence.
2	13	3	12	41.	Lack of involvement of parents, children, and staff.
2	13	1	8	42.	Ineffective use of community resources.
2	10	2	12	43.	Inability to recognize needs of teachers.

PRIORITY LIST ACCORDING TO TOTAL POINTS

3. Lack of specific long and short range plans by the District.
6. Difficulty of keeping lines of communication open at all levels.
7. Consistently maintaining an atmosphere conducive to learning.
33. Accountability without authority.
30. Failure to keep abreast of latest developments and ability to adapt.
10. Conflict between personal and organizational goals.
4. Lack of good relationships with teachers and staff members of all levels.
14. More adequate systems of testing and placing students (evaluation and students and staff).
11. Should be a change agent for innovation in the school (receptivity).
32. Difficulty in reaching agreement on what principal is supposed to do.
38. Inadequate support from community and Central Office.

*Nominations

GROUP II

Responses to the question: "What are the most significant barriers or problems which prevent principals from fulfilling their responsibilities and functioning effectively?"

1st Vote		2nd Vote		Item	
Nom.*	Pts.	Nom.	Pts.	No.	
1	6	0	0	1.	The multiplicity of day by day tasks (crises?) with which a principal is confronted.
2	10	1	1	2.	Mundane tasks--hurt knees, lunch money, discipline, bus schedule.
3	22	4	20	3.	Community customs, pressures, mores, and power structures.
1	1	0	0	4.	Parents who believe that schools should be run like they were when they attended school.
2	11	2	11	5.	The principal has responsibility without authority--the principal is held responsible for functions and duties for which no one or no group in the school organization holds the authority.
2	10	0	0	6.	The abundance of paper work.
1	7	0	0	7.	Lack of personality (friendliness).
3	23	6	42	8.	Lack of skills and abilities.
0	0	0	0	9.	Discipline problems.
2	13	2	16	10.	Lack of personal initiative and follow-through.
1	10	3	21	11.	Lack of professional competence.
1	1	2	10	12.	Parents who can't cope with integration.
2	8	0	0	13.	Handling of complaints from parents, teachers, and students.
4	25	5	23	14.	Inability in handling people in a consistent way.
1	8	1	4	15.	Lack of effective channels within the school system to implement the skills possessed.
1	1	0	0	16.	Mores of the communnunity in terms of expansion of educational offerings.
0	0	0	0	17.	Lack of ingenuity.
0	0	0	0	18.	Students and teachers who bring their biases to the school from the home, church, and community.
5	37	7	33	19.	Poor organization.
4	28	6	35	20.	Being inflexible and close-minded concerning change.
3	17	5	22	21.	Lack of adequate evaluation methods and procedures in the system.
1	8	1	10	22.	Poor motivation.
1	4	0	0	23.	Bus problems.
4	17	7	34	24.	Lack of tact in dealing with problems and people.
0	0	0	0	25.	Not presenting clean, neat appearance.
0	0	0	0	26.	Local politics in the community.
1	7	0	0	27.	Lack of perseverence.

*Nominations

1st Vote		2nd Vote		Item	
Nom.*	Pts.	Nom.	Pts.	No.	
4	26	6	45	28.	Inability to make decisions.
0	0	0	0	29.	Not setting fair rules and keeping them.
1	3	1	3	30	Internal politics within the school system.
0	0	0	0	31.	Reads too much complication into the job--keep it simple.
8	46	7	45	32.	Poor communication with the staff.
0	0	0	0	33.	Unenthusiasm about task at hand.
5	26	7	33	34.	Lack of clearly defined objectives in the system.
4	16	2	8	35.	Being unaware and not having the ability to sense student activity and problems (not street smart).
1	8	0	0	36.	Defensiveness toward criticism.
4	17	3	13	37.	The buck-stops-here concept--being perceived as the final authority by people in the system, causing time to be consumed by petty things (poor staff organization in dealing with daily problems).
1	3	1	5	38.	Poor public relations.
0	0	0	0	39.	Not being the real leader.
3	10	0	0	40.	The traditional disciplinarian concept (father of the school).
1	3	0	0	41.	Lack of funding for special (innovative) projects.
1	4	1	1	42.	Lack of continuity in day by day operations.
1	4	0	0	43.	Lack of fortitude.

PRIORITY LIST ACCORDING TO TOTAL POINTS

32. Poor communication with the staff.
28. Inability to make decirions.
8. Lack of skills and abilities.
20. Being inflexible and close-minded concerning change.
24. Lack of tact in dealing with problems and people.
19. Poor organization.
34. Lack of clearly defined objectives in the sytem.
14. Inability in handling people in a consistent way.
21. Lack of adequate evaluation methods and procedures in the system.
11. Lack of professional competence.
3. Community customs, pressures, mores, and power structures.

*Nominations

PRIORITY LIST ACCORDING TO TOTAL POINTS

(Total Group)

Rank Order	Nom.*	Total Points	
1	18	91	Lack of clearly defined objectives and specific long and short range plans in the system.
2	17	80	Difficulty of keeping lines of communication open at all levels.
3	14	68	Proper understanding of and sensitivity to community customs, pressures, mores, and power structures.
4	13	65	Lack of good relationships with the people with whom the principal deals (tact, consistency, etc.).
5	14	64	Poor organizational skills.
6	10	62	Consistently maintaining an atmosphere conducive to learning.
7	10	53	Inability to make decisions.
8	12	45	Difficulty in reaching agreement on what principal is supposed to do.
9	8	43	Accountability without authority.
10	8	31	Should be a change agent for innovation in the school (receptivity).
11	9	30	Inadequate support from community and Central Office.
12	6	20	Lack of adequate evaluation methods and procedures in the system.
13	6	16	Failure to keep abreast of latest developments and ability to adapt.
14	5	6	Conflict between personal and organizational goals.

*Nominations

At this point in the workshop, Dr. Charles Johnson of the University of Georgia discussed the concept of competency and its definition. This discussion was important because it occurred immediately prior to the actual writing of competency statements by workshop participants. The discussion centered around the ideas contained in a paper entitled "Proposed Criteria for Evaluating Statements of Professional Competencies for Teachers," by Dr. Johnson (Appendix O). The word "principal" was substituted for the word "teacher" as the criteria for a competency statement.

Following Dr. Johnson's discussion, the total group was sub-divided into four working groups. Each working group (containing both public school and university participants) was given one of the 14 statements and asked to begin generating competency statements. For example, Group 1 was asked to examine the "barrier or problem" concerning "Difficulty of keeping lines of communication at all levels." The first task of the group was to identify some positive competency statements from this concern--that is, what are some things a principal would have to do in order to knock down this barrier? Group 1 developed three statements:
(1) The principal keeps open lines of communication with his staff;
(2) The principal keeps open lines of communication with students; and
(3) The principal keeps open lines of communication with community and parents. After these three statements were generated, some performance criteria (level 2) statements were needed: What are some specific things a principal could do which would indicate that he was "competent" in each of these three areas of keeping open lines of communication with staff,

Thomas County Workshop
January 25, 1974
Group 1

I. Difficulty of keeping lines of communication open at all levels

II. Competencies

1. The principal keeps open lines of communication with his staff

    1.1 Provides opportunity for informal and formal communication with staff
    1.2 Conducts regular staff meetings
    1.3 Communicates with other principals by attending regular meetings
    1.4 Arranges for non-instructional staff meetings as needed
    1.5 Disseminates general information to faculty through memos
    1.6 Establishes and participates in reciprocal lines of communication to Central Office

2. The principal keeps open lines of communication with students

    2.1 Arranges and schedules all school assembly programs
    2.2 Utilizes inter-school communication system for announcements
    2.3 Disseminates information through homeroom teacher
    2.4 Makes himself available to students formally and informally

3. The principal keeps open lines of communication with community and parents

    3.1 Sends written communications via students to parents
    3.2 Organizes and perpetuates P.T.O. activities
    3.3 Actively participates in civic and fraternal organizations as public relations to the school
    3.4 Creates awareness of the school's activities in the community through the news media

III. Incorporated into document

students, and community? These performance criteria (or indicators) are listed as 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, etc. (See page 74).

On the final day of the workshop, the activity of the four groups (developing competency statements and performance criteria) continued. For three more hours, items from the 14 prioritized statements were assigned to each of the four groups.

By the end of this activity, a total of 11 statements from the original 14 had been considered by the four groups. The results was competency statements, in varying degrees of sophistication, for 11 different "problems." (Appendix P , "Competency Statements Developed During the Thomas County Workshop").

The final activity involved only the consultants and the Thomas County staff. Workshop objective #1 had been accomplished, and some final input was needed from the Thomas County staff, without any influence from the university staff.

The consultants provided the principals with the opportunity of adding any items they felt should still be included in the list of 14 prioritized statements. The principals added only three items: "Inadequate financial resources and budget constraints," "Lack of personnel to do the job," and "Inability to recognize teachers' needs." Central Office personnel were given the same opportunity but did not add any new items. The same procedure for achieving a rank order (picking the top ten, assigning points, etc.) was followed, but with the Central Office participants and principals being separated. This allowed the participants to check the perceptions of the two groups, again without the university influence in the room.

A comparison of the rank orders by the two goups illustrates the variation in their perceptions. For example, the statement "Difficulty in reaching agreement on what principal is supposed to do" was ranked quite differently by each group. Principals saw this as no problem at all, because it received a rank order of 17 but of a possible 17 statements--it was lowest on their list. However, Central Office personnel listed this as their sixth most critical problem, out of a total of 17. (See page 77).

Operationalizing the Goals for Georgia

One of the tasks originally proposed through Project R.O.M.E. was to develop a list of principal competency statements consistent with implementing the Goals for Georgia. The Goals for Georgia are a result of the 1969 Georgia Assessment Project and represent 86 educational goals deemed important for the state of Georgia.

Prior to the University of Georgia's involvement in the Project, Mr. John Clark, Title III Director in Thomas County, distributed the 86 Goals for Georgia statements to 225 educators, community and business leaders, and students in Thomas County for evaluation and ranking. Using the Delphi Technique--a method developed by Rand Corporation for the systematic solicitation and collection of expert opinion--the survey resulted in a prioritized listing of the 86 goal statements. (Appendix Q).

In January, 1974, University of Georgia Project staff sent the first twenty-five Goals for Georgia statements, as ranked by personnel in Thomas County, to principals and selected administrative staff in Thomas

PROJECT R.O.M.E.
Thomas County Workshop
January 26, 1974

PRIORITY LIST ACCORDING TO TOTAL POINTS
(PRINCIPALS AND CENTRAL OFFICE)

Principals			Central Office			
Nom.*	Pts.	R.O.**	Nom.	Pts.	R.O.	Statement
5	31	2	6	48	1	Lack of clearly defined objectives and specific long and short range plans in the system.
5	22	5	5	45	2	Difficulty of keeping lines of communication open at all levels.
4	26	4	2	15	10	Proper understanding of and sensitivity to community customs, pressures, mores, and power structures.
3	15	11	5	22	6	Lack of good relationships with the people with whom the principal deals (tact, consistency, etc.).
4	29	3	4	23	5	Poor organizational skills.
5	37	1	5	41	3	Consistently maintaining an atmosphere conducive to learning.
5	19	7	4	24	4	Inability to make decisions.
1	2	17	4	22	6	Difficulty in reaching agreement on what principal is supposed to do.
2	14	12	4	14	11	Accountability without authority.
2	16	8	5	16	9	Should be a change agent for innovation in the school (receptivity).
2	6	15	1	3	15	Inadequate support from community and Central Office.
2	10	13	3	13	13	Lack of adequate evaluation methods and procedures in the system.
4	22	5	5	17	8	Failure to keep abreast of latest developments and ability to adapt.
3	16	8	3	13	13	Conflict between personal and organizational goals.
4	16	8	0	0	16	Inadequate financial resources and budget constraints.
2	6	15	0	0	16	Lack of personnel to do the job.
1	8	14	4	14	11	Inability to recognize teacher's needs.

*Nominations
**Rank Order

Thomas County Workshop
January 26, 1974

PRIORITY LIST ACCORDING TO TOTAL POINTS
(PRINCIPALS)

1. Consistently maintaining an atmosphere conducive to learning.
2. Lack of clearly defined objectives and specific long and short range plans in the system.
3. Poor organizational skills.
4. Proper understanding of and sensitivity to community customs, pressures, mores, and power structures.
5. Difficulty of keeping lines of communication open at all levels.
5. Failure to keep abreast of latest developments and ability to adapt.
7. Inability to make decisions.
8. Should be a change agent for innovation in the school (receptivity).
8. Conflict between personal and organizational goals.
8. Inadequate financial resources and budget constraints.
11. Lack of good relationships with the people with whom the principal deals (tact, consistency, etc.).
12. Accountability without authority.
13. Lack of adequate evaluation methods and procedures in the system.
14. Inability to recognize teachers' needs.
15. Lack of personnel to do the job.
15. Inadequate support from community and Central Office.
17. Difficulty in reaching agreement on what principal is supposed to do.

PRIORITY LIST ACCORDING TO TOTAL POINTS
(CENTRAL OFFICE)

1. Lack of clearly defined objectives and specific long and short plans in the system.
2. Difficulty of keeping lines of communication open at all levels.
3. Consistently maintaining an atmosphere conducive to learning.
4. Inability to make decisions.
5. Poor organizational skills.
6. Lack of good relationships with the people with whom the principal deals (tact, consistency, etc.).
6. Difficulty in reaching agreement on what principal is supposed to do.
8. Failure to keep abreast of latest developments and ability to adapt.
9. Should be a change agent for innovation in the school (receptivity).
10. Proper understanding of and sensitivity to community customs, pressures, mores, and power structures.
11. Accountability without authority.
11. Inability to recognize teachers' needs.
13. Lack of adequate evaluation methods and procedures in the system.
13. Conflict between personal and organizational goals.
15. Inadequate support from community and Central Office.
16. Inadequate financial resources and budget constraints.
16. Lack of personnel to do the job.

County, as well as other educational leaders in Georgia. For the purpose of operationalizing the Goals for Georgia at the building level, those persons participating in the survey were asked to suggest two or three jobs or activities for each of the 25 priority goal statements. These jobs or activities were to be examples of specific tasks a principal would either need to do himself or direct others to do in order to accomplish those goals Thomas County citizens felt were important for Georgians both now and in the future. Of approximately 25 selected administrative personnel to whom the request was sent, 16 completed the task and returned the information to the Project R.O.M.E. staff at the University of Georgia.

Once received, the examples of jobs and activities indicative of implementing the priority Goals for Georgia (25) were analyzed according to particular goal statements. A list of all examples was arranged by prioritized goal statements. Statements from which performance competency statements could not be derived and those possessing redundant content were eliminated. Appendix R contains the list of principal performances necessary to operationalize the 25 prioritized Goals for Georgia statements.

The revised statements were classified according to the Functional Areas of Responsibility of the R.C.C.M. for two purposes: (1) to facilitate the later development of principal competency statements, and (2) to see how statements surveyed by personnel were distributed according to the Functional Areas of the R.C.C.M. At the end of Appendix R is a Data Tabulation Sheet which includes: (1) the Goal Statements Number (1-25); (2) the total number of principal performances indicated for each Goal Statement, excluding the redundant items and those for which no competency statements could be generated; (3) a breakdown by the seven Functional Areas of Responsibility; and (4) grand totals for items 2 and 3.

The list of principal performances necessary to operationalize the Goals for Georgia statements is useful for several areas of the portion of Project R.O.M.E. concerned with identifying competencies for principals. This list is useful both now as well as in the future as plans are made to continue the various components of the current project.

1. The list is useful in writing additional competency statements and performance indicators. In working to develop competencies, assessment techniques, and training packages for principals, it becomes essential to consider two important variables: (1) what does the community in Thomas County value as important educationally, and (2) how do we bridge the gap between something called competencies for principals and the actual instruction for children which goes on in the classroom?
2. The list is useful in forming a baseline set of data for determining system-wide goals in Thomas County.
3. The list is useful in providing specific examples of needs for determining system-wide objectives derived from the goals.
4. The list is ueseful in providing direction to principals as they and their staffs determine building level objectives for the Management by Objectives (MBO) program in Project R.O.M.E.

5. The list is useful in serving as input for a staff development effort to tie together or coordinate: the Goals for Georgia, the development of building level goals and objectives, and the development of competencies and performance indicators classified according to the R.C.C.M.

Time-Motion Study

Consistent with Project R.O.M.E.'s commitment to develop competencies for school principals in Thomas County, it was felt that a pilot time-motion study describing tasks principals performed during their routine daily functioning might serve the project staff in several ways:

1. To test the usefulness of time-motion observations as a means of validating acquired competencies.
2. To understand methodological problems generated by systematic observation of principals on the job.
3. To better understand the variations in time spent in various administrative acitivities.
4. To preliminarily compare principal performances at different school levels, i.e., elementary, to middle, to secondary, etc.
5. To provide descriptive information to Thomas County principals which may be useful in the more efficient scheduling of time devoted to various tasks and the more effective use of staff personnel..
6. To examine the relationship between what principals see as significant barriers hindering their performance on the job and what observers describe them as actually doing.
7. To test the utility of future time-motion studies as a means of validating acquired competencies.

Data Collection, tabulation, and analysis, was carried out "non-evaluatively." That is, no attempt was made to describe how "well" principals perform their jobs or to establish guidelines concerning what principals "should" be doing. However, while the assessment of quality of principal's performance was not the goal of the study, the data summaries were considered potentially useful in a "self-examination" of one's performance on the job when compared to the system as a whole.

Model for Classifying Activity Descriptions

An additional consideration of Project Staff in implementing the time-motion study focused on checking the usefulness of the R.C.C.M. Functional Areas of Responsibility as a categorization schema for principal performances.

Project staff classified activity descriptions of Principals in Thomas County according to seven functional areas of responsibility of the Rome Competency Classification Model (R.C.C.M.). (See Appendix H: model) The model was formulated after searching the professional literature in competency based education and educational administration in order to classify and synthesize existing competency statements found in the literature and to facilitate the classification and rewriting of principal competency statements in performance terms. Functional Areas of Responsibility which comprise a principal's job in the school are a follows:

1. Curriculum and Instruction
2. Staff Personnel
3. Student Personnel
4. Support Management
5. School-Community Interface
6. Fiscal Management
7. System-Wide Policies and Operations

Conceptual examples of the seven Functional Areas of Responsibility can be found in Appendix L.

Methodology

Subjects

Subjects participating in the time-motion study in Thomas County were six principals, and three assistant principals. The focus of this report, however, will limit the discussion to data collected on the six principals. Additional biographical data for Thomas County principals is given in Table I.

TABLE I PRINCIPALS IN THOMAS COUNTY

	Sex	Yrs. Experience	Ed. Level
School A	F	28	Bachelors
School B	M	28	5th yr. certificate
School C	M	35	Masters
School D	M	20	6th yr. certificate
School E	M	44	5th yr. certificate
School F	M	14	A-4

Thomas County School System

Three elementary, two middle schools and one high school with a combined student population of approximately 4,020 persons, comprise the Thomas County School System. The county is less urban than the nation as a whole with only 56.7% of its population living in towns as compared to the national average of 70.6%. All schools in Thomas County are classified as rural. More information on the six schools is summarized in Table II.

TABLE II SCHOOLS IN THOMAS COUNTY

	Enrollment	Staff Size	Grades
School A	330	19	1-5
School B	340	21	1-8
School C	1400	70	9-12
School D	1300	60	1-5
School E	350	16	6 only
School F	760	33	7-8

Observers

Six female residents of Thomas County were employed continuously for one week as observers. Although all observers held Baccalaureate degrees, no previous observational experience was reported.

Procedures

Observers were instructed by three Project R.O.M.E. staff members and the Thomas County Title III director to follow the principals for one week to time their discrete behavior changes and to provide specific behavioral descriptions of their activities as they occurred. Descriptive behavioral data collected in this way provided a continuous description of performances of each principal and a designation of time spent in each activity. Observers were asked to report specific activities in as much detail as possible without discussing the items with the principals. Due to the confidentiality of some school matters, observers were cautioned that a principal may request to conduct some conferences privately. Principals were able to use this option at their discretion during the entire data collection period.

A joint workshop with Project R.O.M.E. staff and Thomas County principals was held on January 24-26, 1974 subsequent to the observer training. At that time procedures were discussed with the principals. Data collection began on January 28 and ended on February 1, 1974. On the basis of principal validation, this was a typical week with few interruptions of daily routines.

At the end of the first day of data collection, the Thomas County Title III Director met with observers to review observation procedures and discuss problems and questions resulting from the actual data collection. No further in-service meetings were held with observers.

Data Tabulation

Data for each principal consisted of the total number of minutes engaged in classifiable activities, arranged by days of the week. Observational data (descriptions of principals' performances during the observation period) were categorized by two project staff members using the Functional Areas of Responsibility of the R.C.C.M. as a behavioral category schema. A criterion of consensual agreement between both staff members was used when deciding in which category a particular activity description recorded by an observer would be placed. Data for each principal consisted of the total number of minutes spent each day in activities judged to be synonymous with categories in the data tabulation schema.

Owing to either incomplete descriptions given by observers or to time lapses in which no activity was recorded, a Miscellaneous and an Unclassified category were added to the data tabulation form. Principal performances representing interactions not classifiable due to incomplete observer descriptions (e.g., "received phone call"), were recorded as amounts of time spent performing Miscellaneous activities. Time periods for which no specific performance description was given (e.g., "at lunchroom") were classified as Unclassified units of time.

Results

Table III represents the weekly total number of minutes spent in each Functional Area of Responsibility arranged by schools (principals). Alphabetical labels used in the table can be cross-referenced to alphabetical listings in Table II for comparison purposes. Based on an average eight hour work day for each principal, the total possible number of minutes spent during the week for each principal was approximately 2400. The total for all principals was approximately 14,400 minutes.

Inspection of the grand totals column of Table III indicates that the Functional Areas of Student Personnel, Staff Personnel, and Support Management received the highest weekly totals, followed by School-Community Interface, Curriculum and Instruction, and Fiscal Management respectively. Apparently a significant amount of these principals' time during the observation week was consumed by activities judged as representing Student Personnel, Staff Personnel, and Support Management Functions of the principalship. The predominance of activities in these areas is supported by inspecting the number of minutes spent in these

TABLE III

WEEKLY TOTAL NUMBER OF MINUTES SPENT IN EACH
FUNCTIONAL AREA OF RESPONSIBILITY ARRANGED BY SCHOOLS (PRINCIPALS)

	School A	School B	School C	School D	School E	School F	GRAND TOTAL
Curriculum and Instruction	19	0	18	253	5	57	352
Staff Personnel	629	369.5	299	411.5	387.5	410.5	2507
Student Personnel	383.5	637	794	311	418	454.5	2998
Support Management	289.5	406	386.5	459	384	401	2326
School-Community Interface	330	109	237	345	61	110	1192
Fiscal Management	23	28.5	25.5	47	146	57	327
System-Wide Policies and Operations	25.5	326	68	145	194	249	1007.5
Miscellaneous	424.5	420.5	40	301.5	318.5	245	1750
Unclassified	200	237.5	371	340	277	356	1781.5
TOTALS	2324	2534	2239	2613	2191	2340	14241.0

areas within various schools. Large amounts of time spent in these areas is a relatively consistent finding across schools. It is to be noted that a large total number of minutes were recorded in both the Miscellaneous and Unclassified categories. Any variation between schools in these categories may be attributed to observer bias as well as principal performance.

Table IV represents the total percent of time spent in each Functional Area of Responsibility for all principals combined relative to the total number of minutes in the work week. Again, inspection of the totals column indicates that when viewed collectively, principals in Thomas County spend the largest percentage of time in Student Personnel, Staff Personnel, and Support Management. Relatively small percentages of time were spent in Fiscal Management and Curriculum and Instruction activities. It might be noted in this regard that professional writers in the area of school administration often see Curriculum and Instruction activities as important parts of the principal's role. Slightly over 25% of the total time during which the principals were observed represented activities categorized as Miscellaneous or Unclassified. Again, the assumption can be made that principals observed were participating in some school-related functions during these percentages, however, inaccurate observer descriptions did not allow for classification in one of the seven Functional Areas of Responsibility in the R.C.C.M.

Daily percentages given in Table IV can be interpreted as representing the total percentage of time spent by all principals in

TABLE IV

PERCENT OF TIME BY DAY SPENT IN FUNCTIONAL AREAS RELATIVE TO TOTAL WORK WEEK

Functional Area	M	T	W	T	F	Total
Curriculum and Instruction	0%	0%	1%	0%	0%	1%
Staff Personnel	5%	3%	4%	2%	3%	17%
Student Personnel	4%	5%	5%	3%	5%	22%
Support Management	3%	3%	3%	4%	3%	16%
School-Community Interface	1%	2%	1%	2%	2%	8%
Fiscal Management	0%	0%	0%	0%	0%	0%
System-Wide Policies and Operations	1%	1%	0%	3%	1%	6%
Miscellaneous	3%	4%	2%	2%	2%	13%
Unclassified	2%	3%	2%	3%	3%	13%
					TOTAL	100%

each Functional Area when compared to the total number of minutes during the work week. For example, the combined principals' data indicates that all principals together spent approximately 5% of the total week's time on Monday in Staff Personnel functions. Daily percentages across days remained fairly consistent in each Functional Area of Responsibility. While some time was spent in Fiscal Management activities (see Table III), the percentages relative to the total work week approached zero in Table IV when all principals' data were combined.

Table V represents an analysis of the total percentage of time spent by all principals combined, on each day of the week, in various Functional Areas of Responsibility, in relationship to the weekly amount of time spent. For example, 14% of the total amount of time spent by all principals in Curriculum and Instruction activities during the week was spent on Monday. Of the total amount of time spent by all principals during the week in Staff Personnel, 24% was spent on Wednesday, etc. Thus, Table V provides a representation of the degree to which the principals observed performed activities synonymous with various Functional Areas of Responsibility across days. The percentages can not be interpreted meaningfully in terms of total minutes spent in each area, on each day. If one were to ask what percentage of the total amount of time spent during the week in any functional area was spent on Monday, Table V provides the answering data.

Table V can be interpreted as representing the "evenness in distribution of principals time" in various functional areas, on various days of the week. In Support Management, for example, percentages across days varied from a low of 18% on Monday, Wednesday,

TABLE V

DAILY PERCENT OF TIME SPENT IN EACH FUNCTIONAL AREA OF RESPONSIBILITY FOR ALL PRINCIPALS COMBINED

Functional Area	M	T	W	T	F	Total
Curriculum and Instruction	14%	3%	59%	3%	21%	100%
Staff Personnel	30%	16%	24%	12%	18%	100%
Student Personnel	18%	23%	25%	13%	23%	102%
Support Management	18%	20%	18%	26%	18%	100%
School-Community Interface	17%	22%	12%	27%	23%	101%
Fiscal Management	15%	20%	25%	25%	14%	99%
System-Wide Policies and Operations	15%	17%	10%	42%	16%	100%
Miscellaneous	23%	29%	14%	16%	18%	100%
Unclassified	16%	25%	17%	22%	21%	101%

and Friday, to a high of 26% on Thursday. Thus, these figures might represent the evenness in distribution of total time spent during the week, in any Functional Area of Responsibility, across days of the week. Variability in observers recording accuracy may be indicated by the variation in figures for days of the week in the Miscellaneous and Unclassified categories.

Appendix S contains a more detailed description of Thomas County principal performances during the week observed, in each Functional Area of Responsibility.

The systematic development of a classified list of competencies for school administrators requires that the competencies can, in some way, be meaningfully related to the principal's daily functioning in his job. Obtaining judgmental data from principals and other professionals having knowledge of the principalship can provide information about the perceived importance, utility, meaningfulness, etc., of particular competencies. However, data derived from professional judgments do not answer questions concerning whether particular behaviors to which competency statements refer are, in reality, performed. This information is only forthcoming from direct, systematic observation of principals within the context in which they routinely work. Time-motion data are useful for this purpose.

The non-evaluative approach to systematic observation of principal performances used in the Project R.O.M.E. time-motion study can generate data useful in a self-examination by Thomas County personnel on the one hand; and provide a process description capable of being built into competency validation and assessment procedures in the future.

Summary

The competency component of Project R.O.M.E. has developed and classified a list of 306 administrative competency statements by seven Functional Areas of Responsibility and six Administrative Operations. Functional Areas of Responsibility are as follows:

1. Curriculum and Instruction
2. Staff Personnel
3. Student Personnel
4. Support Management
5. School-Community Interface
6. Fiscal Management
7. System-Wide Policies and Operations

Six Administrative Operations identified to date include:

1. Collecting Information
2. Planning
3. Communicating
4. Decision Making
5. Implementing
6. Evaluating

Project Staff developed the R.O.M.E. Competency Classification Model (R.C.C.M.) to classify and synthesize existing competency statements found in the professional literature. In addition, a system was developed to facilitate the rewriting and classification of principal competency statements in performance terms. The competencies were derived from several sources.

A review was conducted of existing professional literature in the competency area. A workshop in Thomas County with principals and Central Office personnel delineated and defined locally desired principal competencies. In addition, a survey was conducted to prioritize the first twenty-five Goals for Education in Georgia statements. Survey respondents were principals and various administrators in Thomas County and other school systems in the state. Additional educational leaders in Georgia were also asked to identify two or three job-related activities necessary to operationalize each of the twenty-five goal statements. These activity descriptions were categorized according to the Functional Areas of Responsibility of the R.C.C.M. in order to facilitate the later development of principal competency statements. This process provided some understanding of the relative importance given to functional areas of responsibility when operationalizing twenty-five Goals for Education in Georgia statements which are felt important to meet local system needs.

In addition, a time-motion study conducted in Thomas County yielded information useful to Thomas County principals concerning their actual daily functioning and its relationship to identified functional areas of responsibility.

DEVELOPING THE ASSESSMENT COMPONENT

One of the new truisms in comtemporary education is that *assessment is the keystone of effective training and program evaluation*. Although perhaps sounding a bit trite, the statement is probably more true than false. And it is definitely true for any developing competency-based program in education.

A note on semantics is in order. There is much controversy surrounding the use of the terms "performance" and "competency" in training programs. As used in the present model competency refers to a set of knowledges and skills derived from a variety of educational experiences, e.g., training modules. The term performance refers to an on-the-job dimension of professional activity.

Another important dimension, and one unfortunately and frequently overlooked is the assessment of priorities. Stake and Gooler (1971) suggest that priority data, e.g., judgments of the importance of goals or objectives, can and should be treated as legitimate data just as are any test scores, observations, or frequency counts.

A. The Nature of Assessment

The use of the term assessment in Project R.O.M.E. is similar to Bloom's (1970) description of systematic approaches to the description of relationships between selected task requirements, criterion behaviors, and the environment.* The inclusion of the environmental element distinguishes assessment from other tasks and activities, such as measurement and testing, associated with evaluating teacher-learning situations. Assessment concerns itself with the totality of the educational setting, and is the more inclusive term, i.e., it subsumes measurement and evaluation. It focuses not only on the nature of the individual in an educational setting, but also on what is to be learned and how.

B. Assessment in Competency-Based Programs

Ellis (1972) has noted that the principal is "the man in the middle." He is virtually required to be all things to all people and must assume a great variety of roles and responsibilities. This is particularly true in many of the outlying rural areas in many Southern states. While once deemed primarily an educational or instructional leader, the school administrator is today a manager, personnel director, technician, banker, public relations expert, human relations expert, media specialist, and also assumes many other roles. The performance and knowledge requirements for all these roles are generally quite extensive, comprehensive, and frequently complex. These characteristics must therefore be reflected in any assessment developed which purports to describe and evaluate principal performance.

Inherent in the concept of competency or performance-based administration is the aspect of appraisal or evaluation. There is a demand for a constant assessment, reorientation feedback of relevant data, and renewal of competencies. With regard to the need for an assessment system, Bolton (in Wochner and Lynch, 1973) has suggested ten purposes which might be served. The data from a competency-based assessment system could be used to:

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*Assessment procedures and applications are discussed in depth in Document B: Procedures & Criteria for Assessing the Performance of School Level Administrators also available from Project R.O.M.E.

1. Revise and/or modify goals or objectives.
2. Modify operating procedures.
3. Identify new methods of implementing procedures.
4. Improve performance of individual administrators.
5. Supply information for modifications of assignments.
6. Provide data to protect individuals or the school system.
7. Reward superior performance.
8. Provide basis for career planning and individual growth and development.
9. Validate selection processes.
10. Facilitate self-evaluation.

Although a large number of specific principal responsibilities will vary from situation to situation, there exist a large number of general requirements for an effective school administrator that hold up over a tremendously large number of positions at a variety of levels. A basic requirement of a performance-based program is that the performance statements be validated in practice. As validation presupposes agreement on the statements of competencies comprising administrative behaviors, a review of the literature reveals only scattered efforts to establish conclusive validation (Wochner and Lynch, 1973).

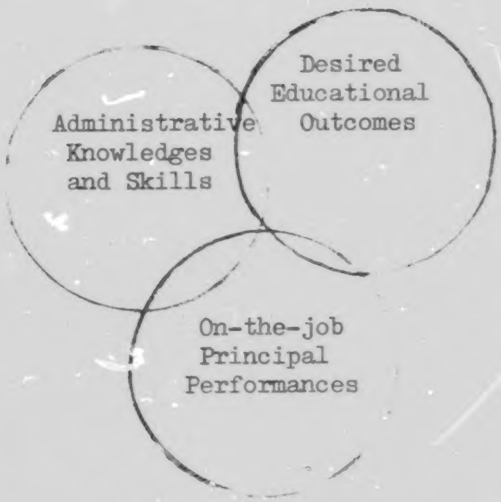
Relatively few studies have ventured beyond the needs assessment stage in the identification of competencies in educational administration. In this regard, assessment in competency-based programs, particularly with regard to school administrators, is like the weather, as everybody talks about it, but virtually nobody does anything about it.

Despite the many measurement problems associated with evaluation in competency-based programs (Quirk, 1974; Merwin, 1973), assessment must be tied very closely to both training in and certification resulting from such programs. It is obvious, therefore, that any attempt to develop a competency-based certification at the state or local level, must rest on sound assessment theory and practice. Indeed, Rosner, et al. (1972), have noted that:

> The preparation of instruments to define performance criteria is the sine qua non of competency-based certification (p. 26).

In addition, it should be noted that the assessment of principal competencies provides an excellent opportunity for theoretician, technologist, and practitioner to provide a realistic, valid, reliable, meaningful, and most of all useful information processing system.

The ultimate objective of the assessment effort is to develop a set of practically administered procedures which will measure a validated set of competencies that have been demonstrated to be related to desired educational outcomes. These relationships might be pictured in the following manner. (See chart on following page.)


Administrative Knowledges and Skills
Desired Educational Outcomes
On-the-job Principal Performances

The following lists summarize the major dimensions of the expected application of the assessment data derived from identified competencies.

Type of Data

Application Area	Collection Procedure	Question to be Answered
Pre-Service	Criterion-Referenced Measure	Does the administrator have the knowledge and understanding of how to do the job?
In-Service	Performance Measures (e.g., observation of on-the-job performance, feedback from relevant groups, etc.)	Does the administrator in fact apply his knowledge and skills?
Certification	Combination of above measures	Does what the administrator does make a diffrence?

Overview of Project R.O.M.E. Assessment Requirements

The success or failure of any competency-based educational program, be it involved with the training of teachers, school lunch supervisory personnel, or local building administrators, will depend on the degree to which its effects can be identified and judged. As McDonald (1972) has noted, traditional programs have not been held accountable for providing data indicating that the program or its trainees are "...unrquivocable and demonstrably more effective than the traditional... Such demonstration will be politically necessary if older programs are to be supplanted" (p. 56). The enlightened use of data systematically derived from an assessment system, then, sets the "competency movement" apart from other recent educational innovations. Such data can be used to:

1. Provide data indicating whether or not a given building administrator is in fact performing essential tasks and to what degree.
2. Highlight performance areas where improvement might be sought.
3. Facilitate the training of administrative personnel at the pre-service level.
4. Provide an overall summary evaluation of the operation of a particular school or system.
5. Provide data useful in certifying administrative personnel.
6. Assist in the description of the overall school operation.
7. Help design and implement an accountability system at the local or state level.

Derivation of Competency Indicators

To date 306 competencies have been identified and screened through the R.O.M.E. Competency Classification Model. The verification of the importance of these competencies and a prioritizing of them are in process. Once the more important competencies have been identified and grouped so as to make sense from an operational and assessment standpoint, indicators of the competencies must be derived. Every effort will be made to state the indicators in performance terms through the use of behavioral specifiers. Many competencies will have multiple indicators and will draw upon a variety of data sources.

Indicators will probably be descriptions of processes or products. The emphasis will be on the former as the system, as noted earlier, will be performance-based. If one of the major intents is to improve performance, then indicators must be stated as behaviors when feasible.

It is anticipated that all indicators will be verified by having each of them critiqued by an assessment expert and a practicing administrator. Suggestions for additional indicators and of ways in which they may be quantified, will be obtained.

DEVELOPING A PROTOTYPE INSTRUCTIONAL MODULE

An early goal of Project R.O.M.E. was the development of a prototype instructional module which would assist school level administrators in acquiring certain essential competencies. This module was termed a prototype since it will be field tested and modified in future phases of the project and then used as a model for other instructional modules pertaining to Project R.O.M.E.

The prototype module developed for this initial phase of Project R.O.M.E. (see the "module" document) is only one example of an approach to individualizing instruction. Through the use of future in-service testing this module may be modified to more accurately meet the needs of principals in both Thomas County and the entire state of Georgia.

A module is a collection of materials designed to help a person acquire the knowledge, skills, and attitudes which some authorities believe he ought to have if he is to sucessfully carry out some task for which he has responsibility. There are three essential parts of every module: objectives, suggested learning activities, and evaluation devices. The objectives describe what a person ought to be able to do by the time he finishes the module. The suggested learning activities provide him with some ideas as to how he can acquire those behaviors which he does not already have. And the evaluation devices provide for both pre and post assessment. (Johnson, Shearron, and Payne, 1972).

There are different kinds of modules. Some are designed to help the learner know more about some social or physical phenomenon. Others are designed to help him learn what is said about how some skill or process ought to be carried out. Still others are designed to put him in a situation where, through practice, he actually develops the skills and processes he needs to do a particular job. A module which gives information about something or how something is done is called an enable module because it only contributes to getting ready to perform. A module which gives practice in a real life or simulated situation is called a performance module because it provides opportunities to actually develop the skills and processes one needs. Some modules are simple self-instructional sets of learning activities, while others are complex operations requiring teachers, evaluators, and special settings. (Johnson, Shearron, and Payne, 1972).

Howsam and Houston point out that although modules may vary in form and format most include five parts:

1. The rationale is a clear statement explaining the importance and relevance of the objectives to be achieved.
2. The objectives of the module are stated in criterion-referenced terms, specifying the considerations for successful completion.
3. A preassessment tests the learner's competence in selected prerequisites and evaluates his present competence in meeting the objectives of the module. On the basis of this preassessment, the learner may opt out of the module, receive credit without further acitvities, or focus his efforts on areas of greatest need.

4. The enabling activities specify several procedures for attaining the competence specified by the module objectives.
5. The post assessment, like the preassessment, measures competency in meeting the module objectives. Successful performance on a post assessment signals completion of the module. Unsuccessful performance usually leads to recycling through the optional activities. (Houston and Howsam, 1972).

In designing the prototype module for Project R.O.M.E. the staff utilized the experiences at the University of Georgia gained through the use of modules for instruction both on campus and on site for teachers. These experiences are summarized in the following statements:

1. The instructor still plays a crucial role in modularized instruction. The role changes from the traditional "telling" to one of guiding, structuring, and counseling. The important thing is that the instructor maintains constant everyday contact with students. The earlier writings of some of the Georgia staff carefully point out that modules are not correspondence courses; they are not programmed instruction guides; they are not void of provision of humanistic qualities; and they are neither workbooks nor textbooks. (Johnson, Shearron, and Payne, 1968).
2. Students tend to work more efficiently when they have opportunities to try out their ideas in dialogue with their parents. Interaction between the learner, the learning group and the instructor are likely to assist the learner in reducing his

anxieties and defensiveness and consequently opening him up for learning.

3. Modules need to constantly be revised based on learner feedback. A module cannot be considered effective until it has been utilized by a number of learners over a period of time.

The module on planning, developed as a prototype for Project R.O.M.E., utilized both independent and small group activity. The independent activities focus mainly on reading. Reading materials are the most inexpensive and transportable materials available. If modules are to have utility in on-the-job staff development then they must be transportable from one setting to another. Project R.O.M.E. staff doubts the feasibility of having materials that require that a great deal of technology be available.

The small group activities present in the module provide opportunities for instructor, learner, and learning group interaction. The staff does not favor the development of programmed material for independent work. Administration is a task that requires that the administrator be constantly interacting with individuals and groups. Therefore, the staff believes that much of what the principal does in his learning activities should focus on the development of his interpersonal skills. This calls for group activities.

A module on planning was selected for several reasons. Planning was identified as a major area of competence for principals. The Thomas County principals also identified planning as their highest priority item. The State of Georgia's move toward staff development offered an additional reason for providing principals with a module on how to plan staff development activities. The latter makes the module transportable to all parts of the state.

The flow chart found in Figure 2 indicates a learner's involvement in the instructional process outlined in the module on planning. The flow chart is, of course, conceptual; however, in future considerations about modular instruction provisions should be made clinical assistance and counseling into other programs for which the individual may be more suited. For example, there are individuals serving as principals who have certain deficiencies that perhaps could be overcome by special help. There are others that should perhaps be advised to go into other programs as a result of deficiencies that cannot be remediated. For purpose of this module, however, attention should be given to the sequence of events: the entry, preassessment, learning activities, and post assessment.

The module in its present form allows for the addition of learning activities of any type that are desirable. If the module is used statewide, there will possibly be many instructors. Each instructor may modify some of the learning activities or he may add additional alternatives. However, the objectives of the module as well as the final or post assessment must remain the same. Project R.O.M.E. staff is ultimately interested in the preparation of a workable staff development plan. There are many ways to achieve this but the final product must be a useable plan.

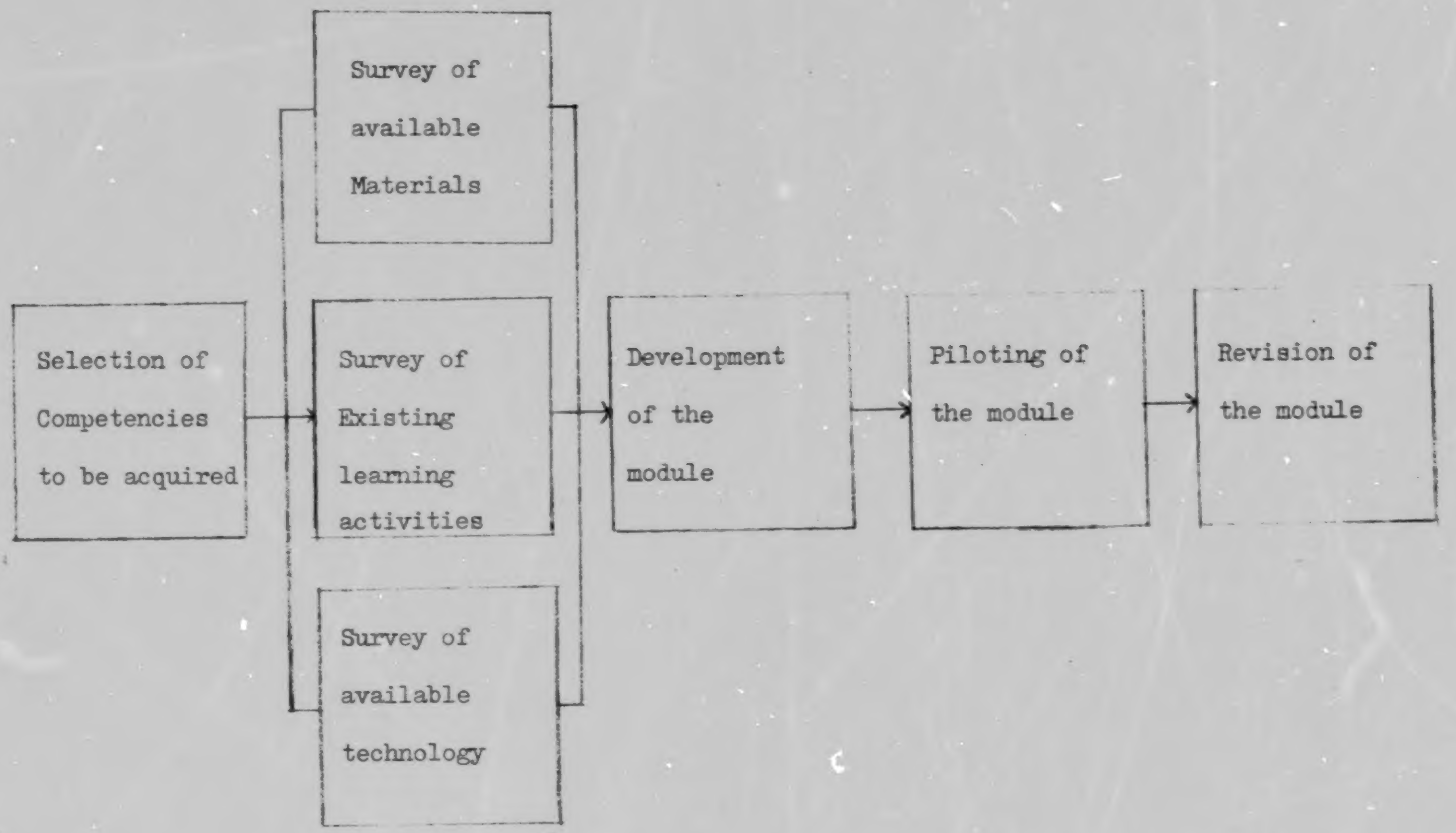
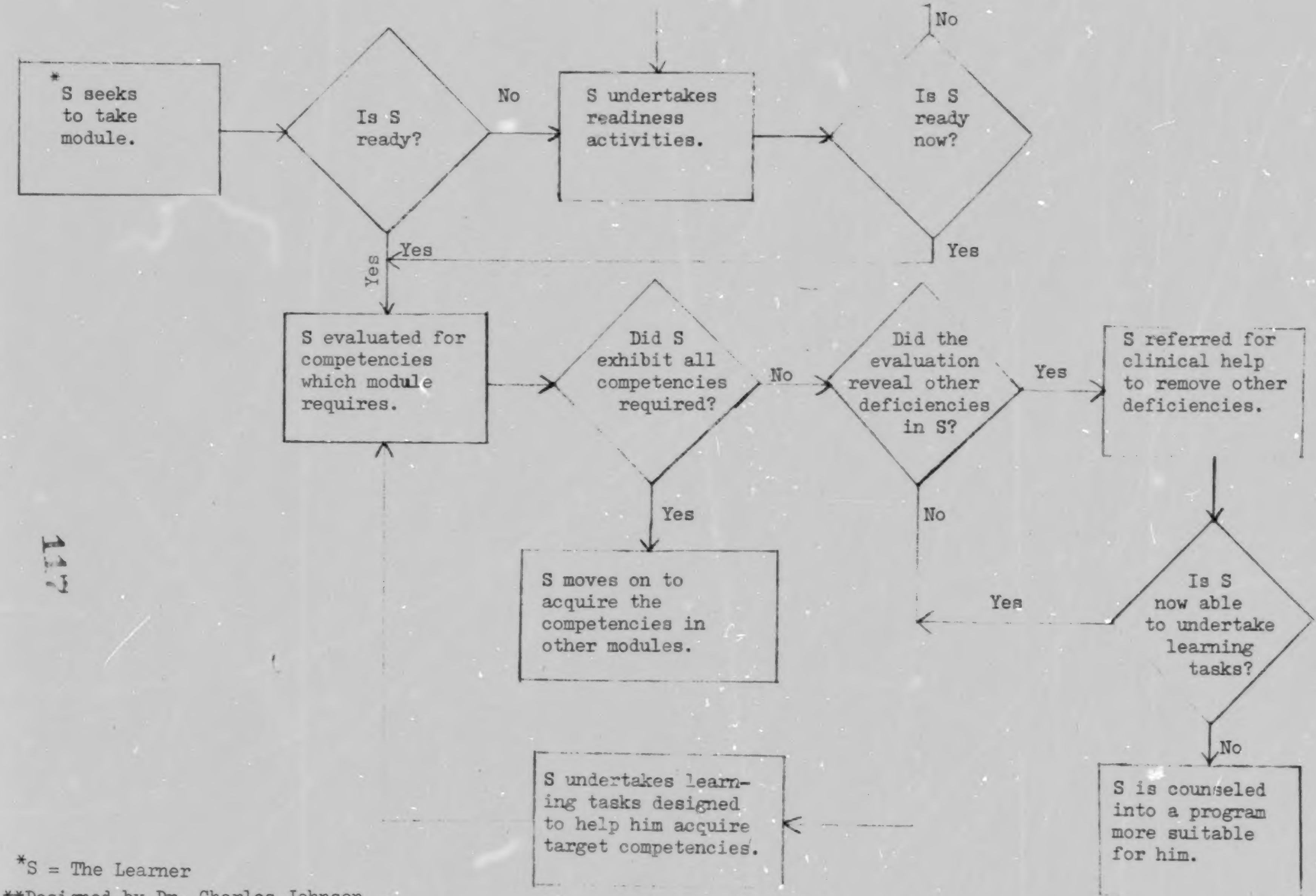

Selection of Competencies to be acquired
Survey of available Materials
Survey of Existing learning activities
Survey of available technology
Development of the module
Piloting of the module
Revision of the module

Fig. 1

Information Flow in the Development of the Prototype Module


*
S seeks
to take
module.
Is S
ready?
No
Yes
Yes
S undertakes
readiness
activities.
Is S
ready
now?
No
Yes
S evaluated for
competencies
which module
requires.
Did S
exhibit all
competencies
required?
No
Yes
S moves on to
acquire the
competencies in
other modules.
Did the
evaluation
reveal other
deficiencies
in S?
Yes
No
S referred for
clinical help
to remove other
deficiencies.
Is S
now able
to undertake
learning
tasks?
Yes
No
S is counseled
into a program
more suitable
for him.
S undertakes learn-
ing tasks designed
to help him acquire
target competencies.

Flow Chart for Individualized Learning Processes**

Figure 2

*S = The Learner

**Designed by Dr. Charles Johnson
University of Georgia

DEVELOPING OF GENERIC COMPETENCIES

The development of a generic list of competencies was not a part of the original proposal, written and accepted in November, 1973. However, because the thrust in the state of Georgia has been toward competency-based education and certification for teachers, the state is interested in moving in this same certification direction for principals. A list of generic competencies (see Document A) was developed by Project R.O.M.E. staff at the University of Georgia at the special request of the Georgia State Department of Education. The following section of this project report explains the concept and importance of generic competencies and describes their development for this study.

What Are Generic Competencies?

Competency statements are written at different levels of specificity or exactness. Each statement level becomes more specific in detailing the behaviors or performances of the principal. An example taken from the work of the Project might be:

(Level 1 Competency Statement)

1.00 Designs a system for developing school curricula and objectives

(Level 2 Competency Statement)

1.10 Designs a curriculum which meets individual learner needs

(Level 3 Competency Statement)

1.10.1 Organizes available special education resources

1.10.2 Uses specialists (e.g., social workers, psychologists, speech therapists) in planning educational programs for exceptional children

The initial statement (Designs a system for developing school curricula and objectives) is the most general of all the statements. It would probably be a competency that most any principal would need to exhibit in almost any school setting. Almost all principals need to be able to design a system for developing school curricula and objectives, and educators have said for years that the principal should be the instructional leader in his building, providing direction and guidance for his staff. A generic competency statement, then, is one that is general enough to apply to most principals in almost any setting--large school, small school, rural, urban, open, self-contained, differentiated in terms of staffing, etc. Such generic statements would be included as a minimum set of competencies a principal would need in order to be a capable school administrator.

Additional examples of generic competencies are contained in the major chapter headings of a publication edited by Culbertson, Henson, and Morrison (Performance Objectives for School Principals, Berkeley, 1974). Samples of these chapter headings are: "Initiating and Responding to Social Change," "Preparing the Organization for Effective Response," "Improving the Decision-Making Skills of the Principal," "Achieving Effective Human Relations and Morale," "Administering and Improving the Instructional Program," and "Evaluating School Processes and Products."

The Need for Generic Competencies

The list of 315 competencies developed with Thomas County personnel during this first phase of the Project is more than a generic list. These competencies include sufficient detail to begin to meet the particular educational needs of Thomas County relative to skills expected of principals. Therefore, they are viewed as an effort in staff development, because the competencies were derived with the assistance of the principals in Thomas County and were designed to meet their needs in that particular school system. Competencies that are this detailed, however, are not desirable for use as a basis for state certification, because the specific skills needed by a group of principals in another school system might not be exactly the same skills needed by Thomas County principals. A generic competency is one that must be applicable to almost any setting, and specifies only minimum skill levels; therefore, a more generalized list than the original 315 is required.

A report prepared in June, 1974, by the Georgia Department of Education's Competency-Based Preparation/Performance-Based Certification Steering Committee identified the state-wide effort in competency-based education:

> Competency/performance-based education has been a continuing aspiration in Georgia since the late sixties. Higher education institutions, the Georgia Teacher Education Council, professional organizations, and the Georgia Department of Education have had concurrent and interfacing developments in competency/performance-based education, some of national prominence. (Unpublished memorandum, May 31, 1974).

The state-wide effort for competency-based preparation programs includes principals, as well as teachers. If principals as well as teachers are going to be prepared on the basis of a minimum set of generic competencies, they also should be certified on that same set of competencies.

The following rationale provided by Johnson and Shearron (1973) for developing generic competencies in a teacher education program applies just as readily to a program designed to train principals:

> In the past most teacher education programs have focused on supplying learners with the enablers for teaching but have neglected giving them adequate help in becoming proficient performers. These programs concentrated most of their efforts on supplying their students with knowledge in subject areas, knowledge about how teaching should be done, philosophical and sociological rationales, and skills in the thought processes involved in educational planning, resolving issues and attacking problem. Relatively little attention has been given to helping them acquire the performances which make these enablers meaningful. For example, a teacher may "know" the fundamental psychological principles associated with individual differences; he may "know" what is said about how teachers should provide for individual differences; he may "know" how instruction may be adjusted for individual differences among learners; but he may still be unskillful in executing the performances which actually provide for individual differences during instruction. Thus, he is not yet competent. (Johnson and Shearron, paper prepared on "Generic Teacher Performances Essential to Professional Competence," 1973, pp. 1-2).

Training programs for principals, at both the pre-service and in-service levels, have emphasized the acquisition of knowledge about the principalship. This knowledge has been acquired through courses which were taken either on campuses or at off-campus sites throughout the state of Georgia. When a prescribed set of courses had been completed and appropriate examinations passed, papers were submitted to the State Department of Education and individuals were certified to become principals. Little or no attention was given to the individual's expertise in performing certain tasks which are critical to a principal's job. The competency-based education movement has as one of its goals the opportunity for students to display the acquisition of certain generic oompetencies prior to initial certification. This means that certification on the basis of the completion of a certain prescribed core of courses will be replaced by a certification program which concentrates on the aspiring principal's abilities to perform certain minimum sets of generic competencies, probably in simulated situations.

Procedures Used in Deriving a Set of Generic Competencies

It is impractical to think of certifying principals on the basis of 306 competencies. The development of more specific competency statements (i.e., level 2 through *n*) should be the work of individual school districts, through staff development programs for principals and teachers. If training programs, both on-campus and in the field, provide such an extensive list of competencies for initial certification, the assumption has been made that all school systems are the same, requiring exactly the same set of skills in principals. This assumption is obviously not true. Therefore, at best, training programs leading to initial certification need to be concerned only with those minimum competencies stated in rather broad terms and applicable to most principal role descriptions.

In order to provide a more realistic beginning point to the competency-based preparation efforts of principals, some clustering of the 315 competency statements was necessary. The procedures on the following page were followed to facilitate this clustering process.

Four major populations of judges were selected to verify the 315 competency statements relative to administrative importance. These four judging populations were:

1. Selected Georgia State Department of Education personnel
2. Selected school superintendents within the state of Georgia
3. University personnel involved in the competency-based training of school principals within the state of Georgia
4. Selected Georgia school principals

One of the reasons for using this particular set of judges was to help insure that efforts were focused not only on the "status quo" in the state, but also on what the "ideal" should look like.

A selection of the four groups of judges listed above yielded a total sample of 151 subjects, with the breakdown as follows:

1.	Georgia State Department of Education	23
2.	School superintendents in Georgia	21
3.	University personnel	23
4.	Principals in Georgia	84

The selection of the four groups of judges took into consideration the following factors:

1. The twenty-three State Department judges represented all seven Functional Areas of Responsibility being used in the Project (i.e., Curriculum and Instruction, Staff Personnel, Student Personnel, etc.). Those State Department personnel who were asked to assist in the verification process had some understanding of the principles underlying competency-based education programs.

2. Several variables were considered in selecting superintendents. Among these were:

   A. Average Daily Attendance (ADA) for the school system. The range was from an ADA of 505 to an ADA of 84,087.

   B. Geographic distribution. All sections of the State were covered by the superintendents' list.

   C. Racial composition. School systems were selected which ranged from an all white student population to a white student population of 1.7%.

   D. Years of experience as a superintendent. The range in years of experience as a superintendent was from 1 to 19.

   E. Rural-urban school settings. Superintendents were selected (as indicated in part by the ADA range) who represented both rural (primarily farming) communities, and large urban educational complexes.

3. Each of the institutions in the state with training programs for school principals had at least one respondent in the verification process. Because the Department of Educational Administration at the University of Georgia was one of the three groups working in the developmental effort, each member of that department was asked to assist in establishing competency clusters through the verification process.

4. The same variables were used for selecting principals as were used in selecting superintendents. In addition, one other criterion was used--each principal's relative competence in one of the seven Functional Areas of Responsibility. Half of the forty-two principals were selected on the basis of having average competence in one of the seven areas.

Since a total of forty-two were selected in this category, each Functional Area had six respondents. The remaining forty-two principals were selected because they showed exceptional competence in one of the seven areas, gain providing a total of six respondents for each of the seven Functional Areas.

In order to prevent the response process from being too time-consuming for any of the four sets of judges, the 306 competency statements (third level statements were excluded) were randomly divided among three separate instruments. Each superintendent, Georgia Department of Educational personnel member, and University instructor was asked to respond to a total of 102 items, covering all seven Functional Areas of Responsibility. Each principal was asked to respond only to those items pertaining to his or her particular area, such as Fiscal Management, etc. The most items to which any principal was asked to respond, therefore, were seventy-seven in the area of Staff Personnel. Samples of the complete packet of material used in the verification process can be found in Appendix T.

Judgments were made using the following rating matrix:

		FREQUENCY OF USE DURING TYPICAL WEEK		
		High	Average	Low
IDEAL IMPORTANCE OF COMPETENCY	High	11	9	7
	Low	5	3	1

Each Competency Statement (CS) was rated using the above matrix, and a mean rating based upon the Priority Weights (PW) in the rating cells was derived. Preliminary data generated by Thomas County principals indicated that application of this procedure resulted in a clear discrimination between each CS.

Summary

The work reflected in this Project Report, as well as the other five documents comprising the first phase of Project R.O.M.E., represent only the initial activity of a major competency study for building level administrators.

This phase placed emphasis on developing statements of competency which applied to Thomas County, Georgia principals, but which could be adapted to other areas of the state as well. Now that this initial work has been completed, the major emphasis for the second year of the study will be on assessment and validation of the work developed to date. This work can then be incorporated into pre-service preparation and field based programs for staff development, and state-wide performance based certification for administrators. The six documents produced as part of Project R.O.M.E. detail plans for continuation of the study over the next few years.

Project R.O.M.E. has become the center in Georgia for the development of innovative programs, research, and field testing in the area of competency based educational administration. Much has been accomplished during this first year of the study; however, even more remains to be done.

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RESULTS ORIENTED MANAGEMENT IN EDUCATION

Project R.O.M.E.

Identification and Development of Competencies of Building Level Administrators of Thomas County, Georgia: a project report

APPENDICES

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August 1974

PREFACE

This document describes the processes and procedures used to produce a list of functional areas of responsibility of school level administrators, a list of specific competencies for the functional areas, the assessment criteria which will provide objective, observable outcome statements for the identified competencies, and a prototype instructional module. In addition, this document contains an overview of existing literature in the competency area. The Project Report is in two volumes. The first volume contains the actual report. This second volume contains the Appendices referenced on volume one. This volume will be more meaningful when considered in conjunction with the actual Report itself, pages 1-124.

The Project activities involving the University of Georgia are funded through a sub-contract with the Project R.O.M.E. Thomas County Board of Education office, which is funded pursuant to a grant under Title III of the Elementary and Secondary Education Act from the Georgia Department of Education. The project is administered in the Georgia Department of Education by the Division of Program and Staff Development.

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APPENDIX A

KEY TO PERT CALENDAR

KEY TO PERT CALENDAR

A. DETERMINING AREAS OF RESPONSIBILITY

A1. LITERATURE SEARCH ON ROLE OF PRINCIPAL

A5. PREPARATION OF ALTERNATIVE LISTS OF AREAS OF RESPONSIBILITY

A7. PREPARATION OF REPORT FOR THOMAS COUNTY BOARD AND ADMINISTRATIVE STAFF

A9. BOARD OF EDUCATION AND PROJECT STAFF REVIEW REPORT AND AREAS OF RESPONSIBILITY

A10. COLLECTION OF TIME-MOTION DATA

A11. ANALYSIS OF TIME-MOTION DATA

A12. OPERATIONALIZING GOALS FOR GEORGIA

B. DEVELOPMENT OF COMPETENCIES

B11. SEARCH OF THE LITERATURE FOR COMPETENCY STATEMENTS

B12. PRINCIPALS REACT AND MAKE RECOMMENDATIONS (THOMAS COUNTY WORKSHOP)

B13. PROJECT STAFF REVISES COMPETENCY STATEMENTS

B14. ADVISORY BOARD, PRINCIPALS, AND ADMINISTRATIVE STAFF REACT AND MAKE RECOMMENDATIONS

B15. PROJECT STAFF DEVELOPS FINALIZED LIST OF COMPETENCY STATEMENTS

B17. BOARD AND ADMINISTRATIVE STAFF NEGOTIATE WITH PRINCIPALS AND ADOPT LIST OF COMPETENCIES

B18. DEVELOPMENT OF MODEL FOR CLASSIFYING AND ASSESSING COMPETENCY STATEMENTS

C. DETERMINING PERFORMANCE CRITERIA

C19. DEVELOPMENT OF TENTATIVE PERFORMANCE CRITERIA

C21. ADVISORY BOARD AND PRINCIPALS REVIEW TENTATIVE PERFORMANCE CRITERIA

C23. DEVELOPS FINALIZED LIST OF PERFORMANCE CRITERIA

C29. PRINCIPALS AND ADMINISTRATIVE STAFF NEGOTIATE AND ADOPT PERFORMANCE CRITERIA

D. DEVELOPMENT OF ASSESSMENT METHODOLOGIES*

D31. REVISE DESIGN PROCEDURES SPECIFIED IN PROPOSALS

D32. INITIATE REVIEW OF ASSESSMENT LITERATURE ON COMPETENCY BASED TRAINING PROGRAMS (INCLUDING ERIC SEARCH)

D33. EXAMINE EXISTING INSTRUMENTS FOR ASSESSMENT IDEAS (E.G., ORGANIZATIONAL STRUCTURE QUESTIONNAIRES)

D34. DEVELOP STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES

D35. IMPLEMENT STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES

D36. DEVELOP PROTOTYPE INSTRUMENTS

D37. REVIEW OF PROTOTYPE INSTRUMENTS BY PRINCIPALS AND ADMINISTRATIVE STAFF

D38. REVIEW OF PROTOTYPE INSTRUMENTS BY ADVISORY BOARD

D39. REVISE PROTOTYPE INSTRUMENTS ON BASIS OF INPUT BY PS, AB, AND AS

D40. FINAL ADOPTION OF INSTRUMENTS AND ASSESSMENT STRATEGY BY PS AND AS

D41. PILOT INSTRUMENTS (INCLUDING DATA COLLECTING AND ANALYSIS)

D42. REVISE INSTRUMENTS ON BASIS OF FIELD TEST

D43. PREPARATION OF ASSESSMENT REPORT

E. DEVELOPMENT OF PROTOTYPE MODULE

E44. DETERMINE AREA OF CONCENTRATION FOR MODULE DEVELOPMENT

E45. SELECTION OF COMPETENCIES TO BE ACQUIRED

E46. SURVEY OF EXISTING MATERIALS

E47. MODULE DEVELOPMENT

E48. PRE-PILOTING OF MODULE COMPONENTS WITH PRINCIPALS IN THOMAS COUNTY

E49. REVISION OF MODULE COMPONENTS BASED ON PRE-PILOT

E50. PILOTING OF MODULE IN SURROUNDING SCHOOL SYSTEMS

E51. FINAL REVISION OF THE MODULE

F.

F52. EDITING OF FINAL REPORTS A - F

G.

G53. PREPARATION OF PLANS FOR PROJECT CONTINUATION

H.

H54. PREPARATION OF HANDBOOK IDENTIFYING AND DEVELOPING COMPETENCIES

I. I55. TYPING OF FINAL REPORTS

J.

J56. PREPARATION OF PROJECT REPORT

K. K57. PRINTING OF FINAL REPORTS

APPENDIX B

PERT ACTIVITIES RESPONSIBILITY CHART

R. O. M. E.

EVENT	PERSON RESPONSIBLE	PRECEEDING EVENT NO.	SUCCEEDING EVENT NO.	SCHEDULED		ACTUAL		VARIANCE (WEEK)	REMARKS
				BEGINNING	ENDING	BEGINNING	ENDING		

APPENDIX C

PERT ACTIVITY TIME LINE

D31.	REVISE DESIGN PROCEDURES SPECIFIED IN PROPOSALS	DEC. 1 - DEC. 15
A1.	LITERATURE SEARCH ON ROLE OF PRINCIPAL	NOV. 26 - DEC. 21
E44.	DETERMINE AREA OF CONCENTRATION FOR MODULE DEVELOPMENT	DEC. 3 - JAN. 28
B11.	SEARCH OF THE LITERATURE FOR COMPETENCY STATEMENTS	DEC. 3 - JAN. 11
D32.	INITIATE REVIEW OF ASSESSMENT LITERATURE ON COMPETENCY BASED TRAINING PROGRAMS (INCLUDING ERIC SEARCH)	DEC. 1 - JAN. 15
E45.	SELECTION OF COMPETENCIES TO BE ACQUIRED	JAN. 3 - MAR. 1
D34.	DEVELOP STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES	JAN. 15 - MAR. 5
B12.	PRINCIPALS REACT AND MAKE RECOMMENDATIONS (THOMAS COUNTY WORKSHOP)	JAN. 24 - JAN. 26
D33.	EXAMINE EXISTING INSTRUMENTS FOR ASSESSMENT IDEAS (E.G., ORGANIZATIONAL STRUCTURE QUESTIONNAIRES)	DEC. 15 - FEB. 28
A5.	PREPARATION OF ALTERNATIVE LISTS OF AREAS OF RESPONSIBILITY	JAN. 14 - FEB. 15
A7.	PREPARATION OF REPORT FOR THOMAS COUNTY BOARD AND ADMINISTRATIVE STAFF	JAN. 28 - MAR. 20
A9.	BOARD OF EDUCATION AND PROJECT STAFF REVIEW REPORT AND AREAS OF RESPONSIBILITY	MAR. 19 - MAR. 20
D35.	FINALIZE STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES	MAR. 6 - MAR. 20

C19.	DEVELOPMENT OF TENTATIVE PERFORMANCE CRITERIA	FEB. 1 - MAR. 16
E46.	SURVEY OF EXISTING MATERIALS	JAN. 1 - MAR. 1
B13.	PROJECT STAFF REVISES COMPETENCY STATEMENTS	JAN. 26 - MAR. 6
B14.	ADVISORY BOARD, PRINCIPALS, AND ADMINISTRATIVE STAFF REACT AND MAKE RECOMMENDATIONS	MAR. 15 - MAR. 22
C21.	ADVISORY BOARD AND PRINCIPALS REVIEW TENTATIVE PERFORMANCE CIRTERIA	MAR. 15 - MAR. 22
B15.	DEVELOP FINALIZED LIST OF COMPETENCY STATEMENTS	MAR. 25 - MAR. 29
D36.	DEVELOP PROTOTYPE INSTRUMENTS	MAR. 25 - APR. 15
C23.	DEVELOP FINALIZED LIST OF PERFORMANCE CRITERIA	MAR. 25 - APR. 15
E48.	PRE-PILOTING OF MODULE COMPONENTS WITH PRINCIPALS IN THOMAS COUNTY	APR. 5 - APR. 20
C29.	PRINCIPALS AND ADMINISTRATIVE STAFF NEGOTIATE AND ADOPT PERFORMANCE CRITERIA	APR. 16 - APR. 25
D37.	REVIEW OF PROTOTYPE INSTRUMENTS BY PRINCIPALS AND ADMINISTRATIVE STAFF	APR. 16 - APR. 25
D38.	REVIEW OF PROTOTYPE INSTRUMENTS BY ADVISORY BOARD	APR. 20 - APR. 27
B17.	BOARD AND ADMINISTRATIVE STAFF NEGOTIATE WITH PRINCIPALS AND ADOPT LIST OF COMPETENCIES	APR. 8 - APR. 18
D39.	REVISE PROTOTYPE INSTRUMENTS ON BASIS OF INPUT BY PS, AB, AND AS	APR. 28 - MAY 5
E49.	REVISION OF MODULE COMPONENTS BASED ON PRE-PILOT	APR. 21 - MAY 1

D40.	FINAL ADOPTION OF INSTRUMENTS AND ASSESSMENT STRATEGY BY PS AND AS	MAY 6 - MAY 15
G53.	PREPARATION OF PLANS FOR PROJECT CONTINUATION	APR. 15 - MAY 31
E50.	PILOTING OF MODULE IN SURROUNDING SCHOOL SYSTEMS	MAY 6 - MAY 31
E47.	MODULE DEVELOPMENT	FEB. 15 - JUN. 1
F52.	EDITING OF FINAL REPORTS A - F	APR. 1 - AUG. 1
E51.	FINAL REVISION OF THE MODULE	JUN. 2 - JUN. 28
D41.	PILOT INSTRUMENTS (INCLUDING DATA COLLECTING AND ANALYSIS)	MAY 18 - JUN. 30
D43.	PREPARATION OF ASSESSMENT REPORT	JUN. 10 - JUL. 10
H54.	PREPARATION OF HANDBOOK IDENTIFYING AND DEVELOPING COMPETENCIES	APR. 1 - MAY 1
D42.	REVISE INSTRUMENTS ON BASIS OF FIELD TEST	JUN. 15 - JUL. 15
I55.	TYPING OF FINAL REPORTS	MAY 1 - AUG. 1
J56.	PREPARATION OF PROJECT REPORT	JUL. 1 - JUL. 31
K57.	PRINTING OF FINAL REPORTS	JUL. 15 - AUG. 31
A10.	COLLECTION OF TIME-MOTION DATA	JAN. 28 - FEB. 1
B18.	DEVELOPMENT OF MODEL FOR CLASSIFYING AND ASSESSING COMPETENCY STATEMENTS	JAN. 10 - FEB. 12
A11.	ANALYSIS OF TIME-MOTION DATA	MAR. 12 - MAR. 15
A12.	OPERATIONALIZING GOALS FOR GEORGIA	JAN. 9 - FEB. 4

APPENDIX D

THIRD AND FOURTH LEVEL SPECIFICATION OF PROJECT ACTIVITIES

DATE 1/14/74

PROJECT R. O. M. E.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Development of competencies	B11 Search of the literature for company statements	B11.1 Develop descriptor list for ERIC search	
		B11 2 Appointment with Hallene Hurt to finalize list of descriptors	
		B11.3 Run ERIC search on descriptors checking--	B11.3.1 Educational journals
			B11.3.2 Periodicals
			B11.3.3 Microfilm
			B11.3.4 Microfische
		B11.4 Search of books for information on competencies	
		B11.5 Summary statements developed from research completed in B11.3 & B11.4 above	
		B11.6 Consult people around the country who are knowledgeable in this area	
	B12 Principals react and make recommendations	B12.1 Principals react to Goals for Georgia statements	
		B12.2 Principals participate in 2½ day Thomas Co. workshop	

DATE 1/14/74

PROJECT R. O. M. E.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		B12.3 Principals cooperate in Time-Motion Study to help determine task performance	
		B12.4 Principals provide input to consultants concerning Task and Maintenance functions	
	B13 Project staff revises competency statements	B13.1 Project staff synthesizes competency statements	B13.1.1 Goals for Georgia B13.1.2 Thomas Co. workshop B13.1.3 Time-Motion Study B13.1.4 Consultants B13.1.5 Literature review
		B13.2 Distribute revised list of competencies to all project personnel and Ad Hoc Committee	
	B14 Ad Hoc Committee reacts & makes recommendations	B14.1 Mail Ad Hoc Com. list of competencies submitted by Project	B14.1.1 Functional areas of responsibility B14.1.2 Competency statements
		B14.2 Committee responds to list of competencies	
	B15 Project staff revises competency statements	B15.1 Receives reactions and recommendations from Ad Hoc Committee	
		B15.2 Reviews recommendations of Ad Hoc Committee	

DATE 1/14/74

PROJECT R. O. M. E.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		B15.3 Synthesis & preparation of revised list of competencies for Thomas County	
	B16 Board of Education and Administrative Staff review competency statements		
	B17 Board & Administrative Staff negotiate with principals		
	B18 Board & Administrative Staff abopt list of competencies	B18.1 Negotiated list of competencies sent to project staff	
		B18.2 Final list of competencies prepared by project staff	
		B18.3 Distribution of final list to all project personnel & inclusion of list in Document A	
Determining performance criteria	C19 Project staff begins development of tentative performance criteria	C19.1 Consider sources for list of performance criteria	C19.1.1 Books
			C19.1.2 Periodicals
			C19.1.3 Journals
			C19.1.4 Thomas Co. Workshop
			C19.1.5 Microfische & microfilm
			C19.1.6 Time-Motion Study of task & maintenance functions

DATE 1/14/74

PROJECT R. O. M. E.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
			C19.1.7 Consultants
	C20 Tentative performance criteria developed	C20.1 List of performance criteria derived from C19 and synthesized by project staff	
		C20.2 Tentative list sent to Thomas Co. principals	
	C21 Principals begin review of tentative performance criteria	C21.1 Principals operationalize Goals for Georgia statements	
		C21.2 Project staff reports to principals the results of Time-Motion Study	
	C22 Principals complete review of tentative performance criteria	C22.1 Principals complete review of performance criteria & submit list to project staff	
	C23 Project staff begins revision of performance criteria	C23.1 Staff reviews recommendations of principals	
		C23.2 Incorporates ideas of principals in first revision as appropriate	
	C24 Project staff completes revision of performance criteria	C24.1 Make revisions of performance criteria & submit list to Ad Hoc Committee	
	C25 Ad Hoc Committee begins review of performance criteria		

DATE 1/14/74

PROJECT R. O. M. E.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		C25. 1 Ad Hoc Committee reviews performance criteria and provides reactions in writing to project staff	
	C26 Ad Hoc Committee completes review of performance criteria		
	C27 Project staff begins second revision of performance criteria		
	C28 Project staff completes second revision of performance criteria		
	C29 Principals & Administrative Staff begins negotiations for consensus on performance criteria	C29.1 Receive revised list of performance criteria from project staff	
		C29.2 Negotiate performance criteria list to be compatible with revised list of competencies	
	C30 Consensus reached and performance criteria are adapted		

APPENDIX E

PERT ACTIVITY TIME LINE (BAR GRAPH)

A5. PREPARATION OF ALTERNATIVE LISTS OF AREAS OF RESPONSIBILITY

D33. EXAMINE EXISTING INSTRUMENTS FOR ASSESSMENT IDEAS (E.G., ORGANIZATIONAL STRUCTURE QUESTIONNAIRES)

E46. SURVEY OF EXISTING MATERIALS

E45. SELECTION OF COMPETENCIES TO BE ACQUIRED

D34. DEVELOP STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES

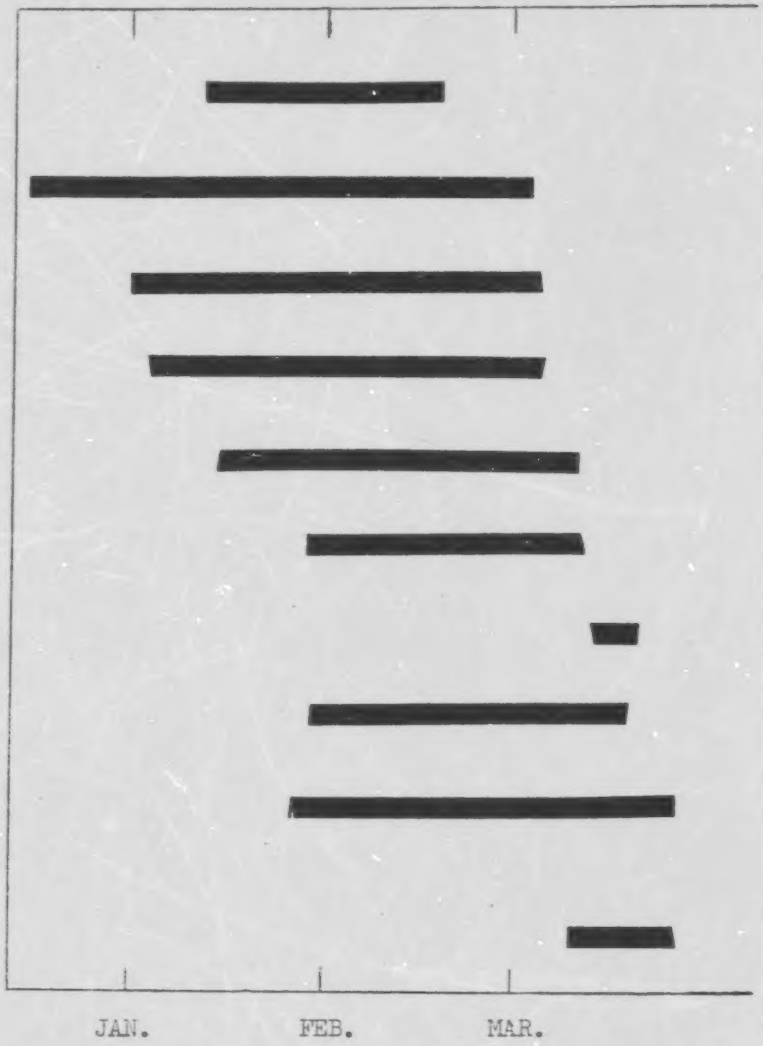
B13. PROJECT STAFF REVISES COMPETENCY STATEMENTS

A11. ANALYSIS OF TIME-MOTION DATA

C19. DEVELOPMENT OF TENTATIVE PERFORMANCE CRITERIA

A7. PREPARATION OF REPORT FOR THOMAS COUNTY BOARD AND ADMINISTRATIVE STAFF

D35. FINALIZE STRATEGY FOR ATTACKING ASSESSMENT ACTIVITIES



D31. REVISE DESIGN PROCEDURES SPECIFIED IN PROPOSALS

A1. LITERATURE SEARCH ON ROLE OF PRINCIPAL

B11. SEARCH OF THE LITERATURE FOR COMPETENCY STATEMENTS

D32. INITIATE REVIEW OF ASSESSMENT LITERATURE ON COMPETENCY BASED TRAINING PROGRAMS (INCLUDING ERIC SEARCH)

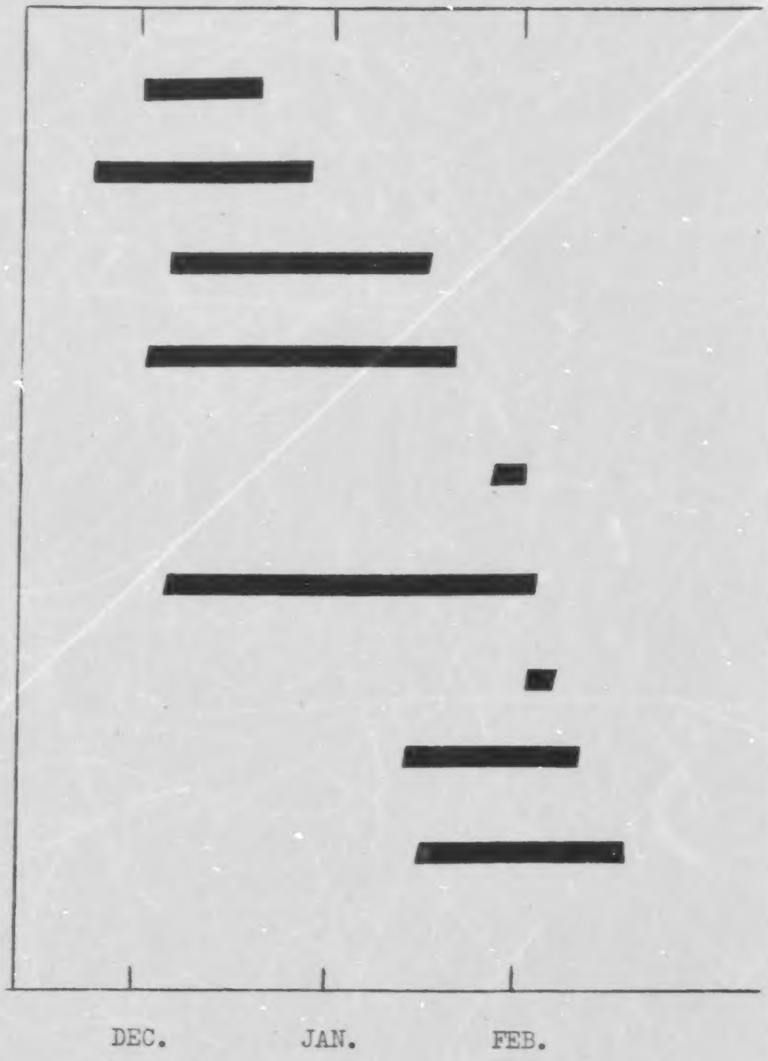
B12. PRINCIPALS REACT AND MAKE RECOMMENDATIONS (THOMAS COUNTY WORKSHOP)

E44. DETERMINE AREA OF CONCENTRATION FOR MODULE DEVELOPMENT

A10. COLLECTION OF TIME-MOTION DATA

A12. OPERATIONALIZING GOALS FOR GEORGIA

B18. DEVELOPMENT OF MODEL FOR CLASSIFYING AND ASSESSING COMPETENCY STATEMENTS



A9. BOARD OF EDUCATION AND PROJECT STAFF REVIEW REPORT AND AREAS OF RESPONSIBILITY

B14. AD HOC COMMITTEE, PRINCIPALS, AND ADMINISTRATIVE STAFF REACT AND MAKE RECOMMENDATIONS

C21. AD HOC COMMITTEE AND PRINCIPALS REVIEW TENTATIVE PERFORMANCE CRITERIA

B15. DEVELOP FINALIZED LIST OF COMPETENCY STATEMENTS

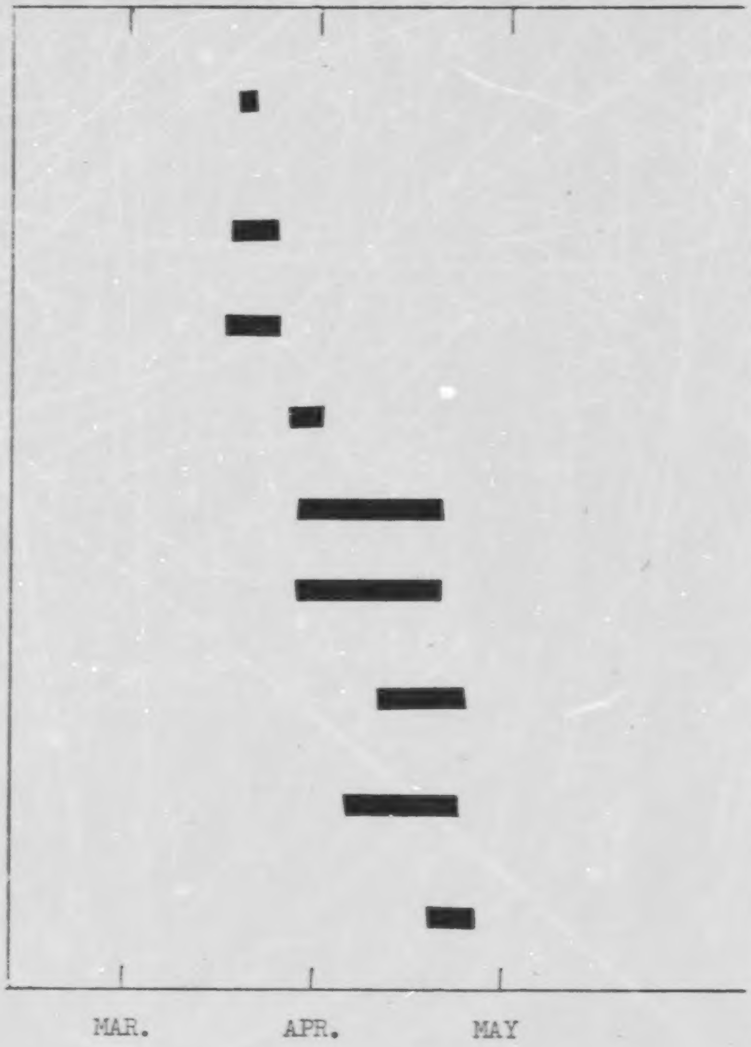
D36. DEVELOP PROTOTYPE INSTRUMENTS

C23. DEVELOP FINALIZED LIST OF PERFORMANCE CRITERIA

B17. BOARD AND ADMINISTRATIVE STAFF NEGOTIATE WITH PRINCIPALS AND ADOPT LIST OF COMPETENCIES

E48. PRE-PILOTING OF MODULE COMPONENTS WITH PRINCIPALS IN THOMAS COUNTY

C29. PRINCIPALS AND ADMINISTRATIVE STAFF NEGOTIATE AND ADOPT PERFORMANCE CRITERIA



D37. REVIEW OF PROTOTYPE INSTRUMENTS BY PRINCIPALS AND ADMINISTRATIVE STAFF

D38. REVIEW OF PROTOTYPE INSTRUMENTS BY AD HOC COMMITTEE

H54. PREPARATION OF HANDBOOK IDENTIFYING AND DEVELOPING COMPETENCIES

E49. REVISION OF MODULE COMPONENTS BASED ON PRE-PILOT

D39. REVISE PROTOTYPE INSTRUMENTS ON BASIS OF INPUT BY PS, AB, AND AS

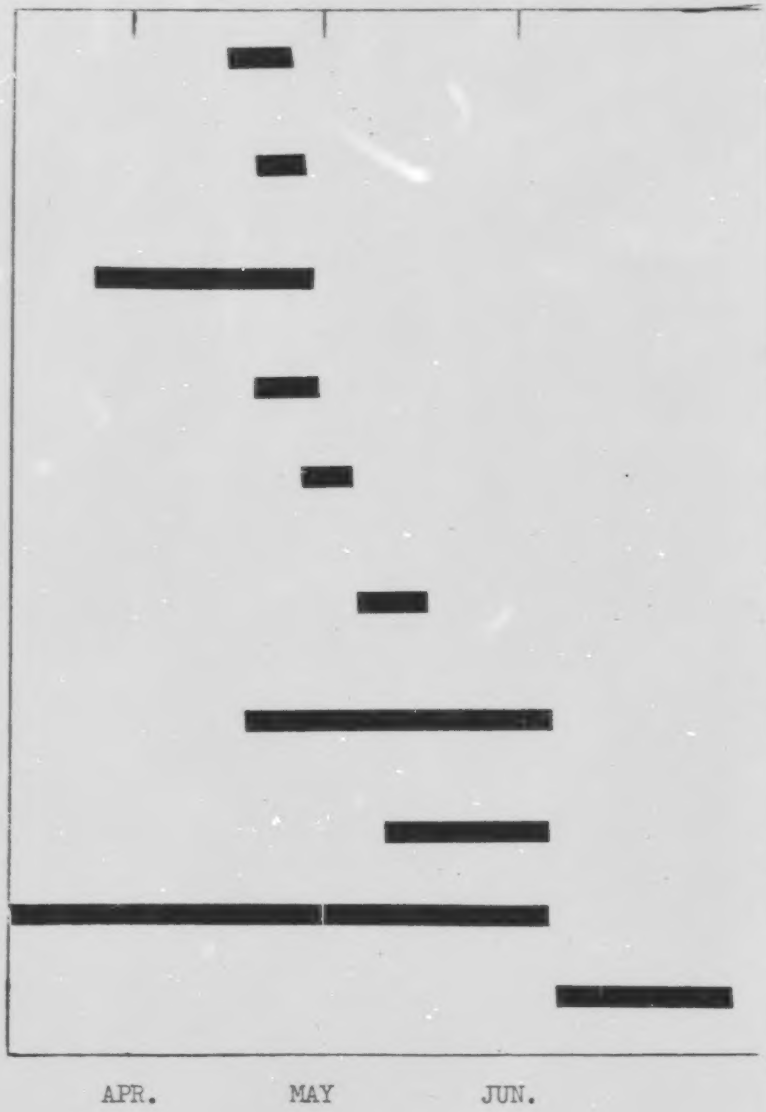
D40. FINAL ADOPTION OF INSTRUMENTS AND ASSESSMENT STRATEGY BY PS AND AS

G53. PREPARATION OF PLANS FOR PROJECT CONTINUATION

E50. PILOTING OF MODULE IN SURROUNDING SCHOOL SYSTEMS

E47. MODULE DEVELOPMENT

E51. FINAL REVISION OF THE MODULE



D41. PILOT INSTRUMENTS (INCLUDING DATA COLLECTING AND ANALYSIS)

D43. PREPARATION OF ASSESSMENT REPORT

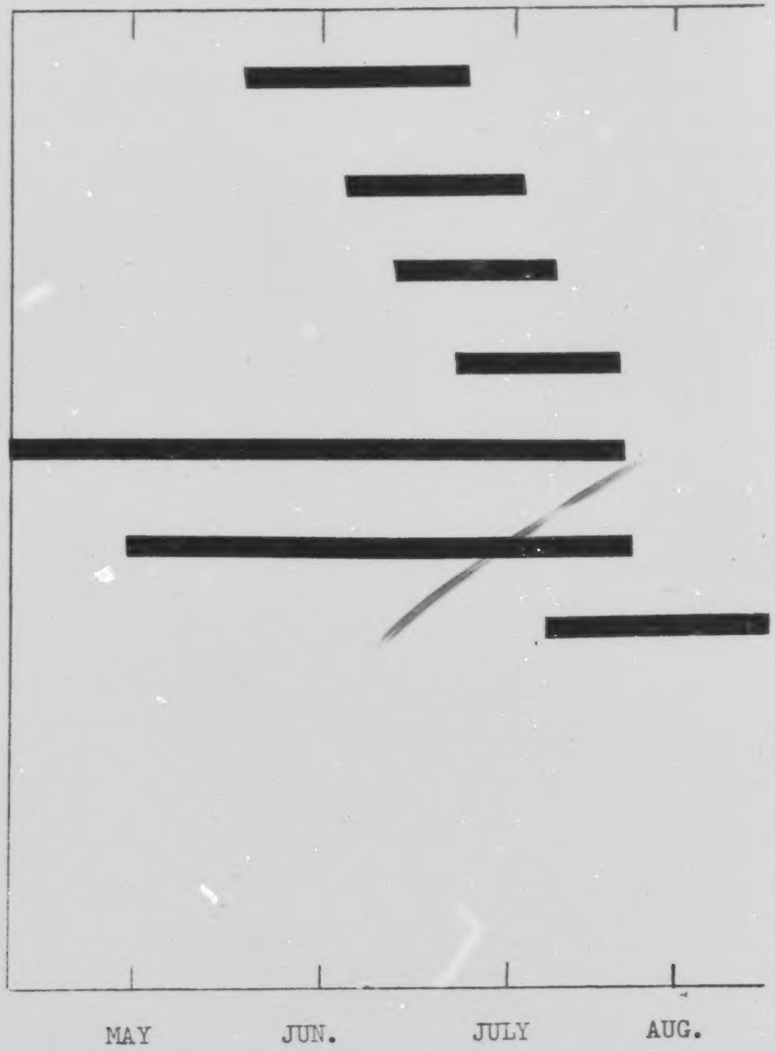
D42. REVISE INSTRUMENTS ON BASIS OF FIELD TEST

J56. PREPARATION OF PROJECT REPORT

F52. EDITING OF FINAL REPORTS A-F

I55. TYPING OF FINAL REPORT

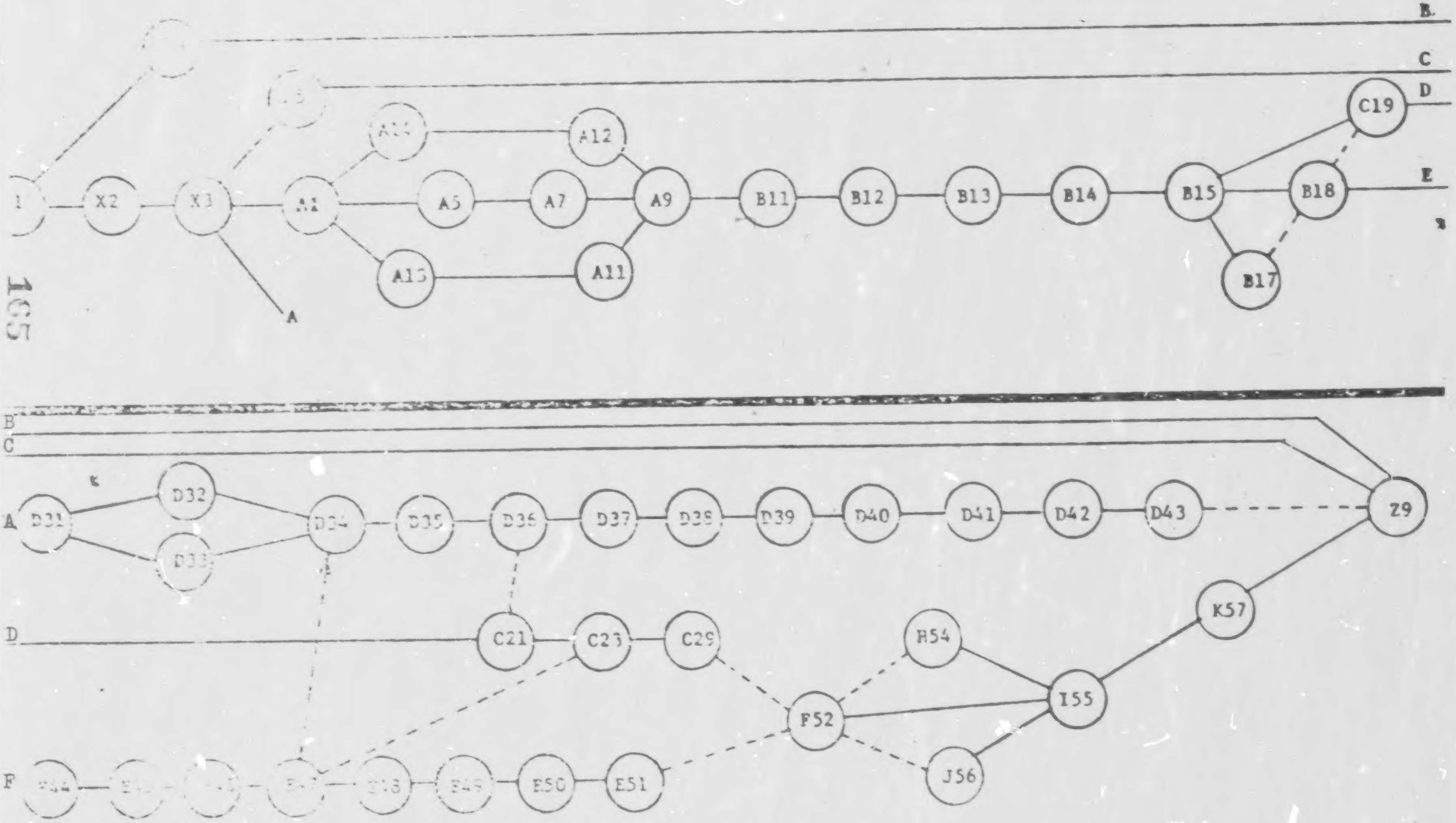
K57. PRINTING OF FINAL REPORTS



APPENDIX F

PERT CHART

MAJOR TASKS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H54
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APPENDIX G

COMPETENCY STATEMENTS FROM FIFTY SOURCES

Abbott, Max G., "Principal Performance a Synthesis," Performance Objectives for Innovative Principals: Concepts and Instruments. Atlanta: Joint UCEA and Atlanta Public Schools project, working papers, n.d., pp. 1-38.

AREAS OF COMPETENCE

I. Conceptual Skills

A. The principal is responsible for decision making and conflict management within the school.

B. The principal is able to analyze and diagnose conflict situations and choose courses of action that respond accurately and adequately to those situations.

C. The principal has the ability to conceptualize and assess conflict.

D. The principal can determine nature of conflict and understands the source of conflict

II. Technical Skills

A. The principal is responsible for planning in the school system:

1. budget establishment
2. issuing of contracts
3. purchasing of books and supplies
4. planning for future events, with a vision of the future
5. identifies community groups and goals in relation to the school setting

B. The principal is able to communicate effectively

Checks on other's perceptions through behavior descriptions, descriptions of feelings, and paraphrasing

C. The principal is a skillful manager of his school

1. establishes structural arrangements providing incentive to elicit contributions from members of organizational staff for accomplishment of tasks
2. allocates staff personnel to accomplish instructional goals
3. allocates time and space to accomplish instructional goals
4. develops and utilizes materials, equipment, and facilities to accomplish instructional goals
5. aware of new techniques and arrangements, their advantages and limitations
6. technical skills involved in budget preparation, accounting for expenditures, and maintaining inventories on supplies and equipment

D. The principal shows skill in monitoring decisions

Abbott, Max G. (Cont.)

III. Human Skills

- A. The principal takes the lead in building a cooperative effort between faculty members.
- B. The principal serves as a mediator between faculty and central office.
- C. The principal sets the tone for openness and trust in both formal and informal interpersonal relationships.
- D. The principal is aware of others' perception of his role and behavior.
- E. The principal recognizes the value of other staff members and strives to help them build a sense of achievement.
- F. The principal provides opportunities for staff members to accept responsibility.
- G. The principal provides opportunities for staff advancement and personal growth
- H. The principal builds effective and meaningful interpersonal relations.

Adachi, Mitsuo and Braun, Fredrick, "An Evaluation Instrument for Measuring Principal's Performance." Honolulu: University of Hawaii, n.d.

I. Instructional Leadership

A. Plans a procedure for developing instruction

1. Collect data through observations, conferences, staff meeting, standardized tests, and school records
2. Reviews instructional material for use in the classroom
3. Lists specific instructional needs
4. Provides a climate for teacher participation
5. Assesses the available facilities for use in carrying out the program
6. Determines priorities for a plan of action

B. Implements a plan of action

1. Develops a written plan of action cooperatively with the staff
2. Holds regular curriculum implementation meetings with staff and/or students
3. Holds information meetings with the community
4. Holds individual conferences with specific teachers
5. Provides or secures in-service activities related to the plan of action

C. Plans a program of supervision

1. Promotes positive attitudes in teachers and students
2. Supervises in-service programs related to staff development
3. Follows a schedule for classroom observation and conference
4. Follows a schedule for instructional meetings
5. Assesses strengths of the administrative personnel and delegates responsibilities accordingly
6. Assesses and utilizes strengths of individual staff members
7. Makes specific suggestions for the improvement of instruction
8. Utilizes staff suggestions for the improvement of instruction

D. Establishes a plan for continuous evaluation

1. Confers with teachers regarding pupil needs
2. Confers with staff regarding teachers' needs
3. Assists teachers in interpreting standardized test results
4. Interprets pupil progress to the community
5. Uses data from classroom observations and inferences to make specific suggestions for improving instruction

Adachi, Mitsuo and Braun, Frederick (Cont.)

II. Interpersonal Relations

A. Promotes positive principal/teacher relationship

1. Schedules regular periods for teachers to meet informally with the principal
2. Posts weekly calendar of his commitments
3. Keeps teachers informed of Department of Education Communications
4. Organizes faculty committees to enhance communications and staff relationships
5. Recognizes and acknowledges the individual strengths of the teacher and counsels for personal and professional growth
6. Delegates responsibilities and the authority to carry out activities
7. Accepts and implements teacher suggestions for organizing and improving the school program.

B. Promotes positive teacher/pupil relationship

1. Helps teachers with student problems
2. Confers with teachers on discipline problems
3. Provides counseling assistance for teachers as it relates to student needs
4. Helps teachers interpret and use student cumulative records
5. Helps teachers develop diagnostic techniques relating to successful student experiences in the classroom
6. Helps teachers develop guidance techniques through scheduled in-service programs
7. Helps teachers respect each child as an individual

C. Promotes positive principal/student relationship

1. Identifies students by names
2. Understands family relationships within the school community
3. Establishes procedures for guidance follow-up
4. Keeps informed of activities that affect the school
5. Provides opportunities for student participation in school activities
6. Involves students in planning appropriate curricular activities
7. Shows interest in student activities by his attendance, support, and/or participation
8. Develops a climate where students feel free to talk to the principal

D. Promotes positive school/community relationship

1. Keeps community informed of changes in the school program
2. Encourages teachers to hold conferences with parents
3. Seeks parent participation in school activities
4. Recognizes and uses community resources
5. Provides a climate in which parents feel free to discuss school matters

Adachi, Mitsuo and Braun, Frederick (Cont.)

6. Keeps parents and community members informed about actions taken regarding their concerns
7. Establishes a parent/school organization
8. Shows interest in community affairs

III. School Management

A. Maintains facilities in proper condition

1. Supervises maintenance personnel
2. Makes periodic inspection of facility
3. Reports and follows through on maintenance requests
4. Establishes a school maintenance committee
5. Enforces public health regulations

B. Maintains a record system

1. Follows established filing procedure
2. Supervises and reviews records kept by teachers
3. Completes Department of Education reports within appropriate deadlines

C. Secures supplies for school operation

1. Assesses and anticipates the supply needs for the school
2. Orders necessary supplies according to guidelines
3. Develops and maintains a system of supply distribution

IV. Professional Growth

A. Maintains a program of professional growth of self

1. Submits an annual plan for professional growth
2. Submits a summary of professional growth activities
3. Takes courses offered in American Samoa for professional growth

B. Maintains a program of professional growth of staff

1. Shares professional literature and innovative practices with the staff and Department
2. Recommends in-service needs of the staff to the proper authorities
3. Meets with staff to review administrative and curriculum matters
4. Encourages staff to take courses offered in American Samoa
5. Helps teachers in the development of a positive attitude toward students and the profession

C. Accepts responsibility for evaluating staff

1. Keeps records of classroom observations and conferences
2. Evaluates staff using Department forms
3. Reviews evaluation with each staff member

Annese, Louis, "The Principal as a Change Agent," Clearing House, Vol. 45, No. 5, pp. 273-277.

Competency Statements for the Principal

1. The principal designs and energizes interpersonal relationships which free the creative energies of the staff.

2. The principal attempts to induce decision making processes at the lowest possible organizational levels commensurate with the organizational level of decision making competence.

3. The principal continually diagnoses, modifies, and makes more effective the new processes of work relationships.

4. The principal possesses an increasing interest in developing individuals with a commitment and self-worth who are fully functioning, productive, and self-responsible.

5. The principal strives to maintain organizational viability and to maintain productive personnel.

6. The principal should be change-oriented, receptive to values different from his own, solicitous of varied staff perceptions, and a facilitator of new patterns of organizational structure.

7. The principal is concerned with the effects of his behavior on the staff.

8. The principal's behavior allows staff members to manifestly exert more influence on educational planning and policies than the principal exerts.

9. The principal strengthens staff functioning in staff work groups from which most staff members gain recognition and security.

Ban, John R., "Twenty-five Cardinal Principles for the School Principals," *The Clearing House*, Vol. 44, No. 7, pp. 441-445.

1. The principal should get to know teachers by their first names and address them as such.
2. The principal writes notes of commendation to those who perform a job well.
3. The principal should circulate a bulletin or newsletter periodically among teachers, part of which content should deal with what is being done in the school's subject matter areas.
4. The principal should send faculty members cards on important occasions to show that he does care.
5. The principal should visit the faculty lounge to talk shop with the teachers.
6. The principal should be accessible to his staff.
7. The principal should be an astute listener and solicit the advice and suggestions of his staff on matters relating to curriculum.
8. The principal should install a grievance box in his office into which teachers can deposit constructive criticism of the administration.
9. The principal should subject himself to a year-end evaluation by his teachers of how he is operating the school. This promotes self-growth and self-improvement.
10. The principal should frequently attend workshops which are subject matter oriented rather than ones on administration.
11. The principal should encourage teachers to experiment with the instructional program and persuade teachers to participate with their classes in state, local, or national contests. Principals should encourage teachers to write up their successful programs for publication in scholarly journals.
12. The principal should request teachers' permission to visit different kinds of classes with the intention of observing not evaluating what is done.
13. The principal should hold weekly meetings with all department heads in which curriculum problems can be aired; these provide communication with instruction.
14. The principal should designate a room in which new curriculum material can be housed.
15. The principal should occasionally bring in subject matter consultants or supervisors to speak briefly at faculty meetings.
16. The principal should demonstrate his continuous concern for learning throughout the school year.
17. The principal should utilize the school's intercommunications system prudently.
18. The principal should have a mailbox like any other teacher.
19. The principal should endeavor to give faculty members and students involved in outstanding academic school projects much deserved publicity.
20. The principal should institute a curriculum committee of lay people in the local PTA or other community school organizations at whose head should be a classroom teacher.
21. The principal should establish a high school student curriculum committee elected by the student body.

22. The principal should make a practice of encouraging teachers to invite him into their classrooms when they are conducting a special unit.
23. The principal should construct a 'What's Being Done in Our School?' bulletin board and locate it in a central position in the school.
24. The principal should periodically meet with new teachers offering assistance when requested.
25. The principal should establish a buddy system by assigning experienced teachers to work closely with new teachers.

Barraclough, Terry, "Administrator Evaluation, Educational Management," ERIC Clearinghouse on Educational Management. Eugene: University of Oregon, 1973, ED 074 588.

The administrator must demonstrate competence in these areas:

1. as director of the educational program
2. as coordinator of guidance and special education services
3. member of district and school staff
4. link between community and school
5. administrator of personnel
6. member of the profession
7. director of support management

Barrilleaux, Louis E., "Accountability Through Performance Objectives," National Association of Secondary School Principals, Vol. 56, No. 364, pp. 103-110.

Performance Objectives

Diagnostic Process

a. Prescriptive
b. Implementive
c. Evaluative

Within each area of accountability

Instructional Program
Personnel Development
Community Relations
School Management

Bell Junior High School, Golden, Colorado, "73 Administrative Competencies Seminar," *The Identification and Development of Administrative Competencies*. Tempe, Arizona: Arizona State University, January 16-18, 1973, Appendix C.

Area of Competence	Competency Statement
Open Communication	a. The principal listens and clarifies actively b. The principal seeks feedback from students and faculty regarding his effectiveness in achieving school objectives c. The principal develops teaching communication skills
Problem Solving	a. Uses the problem solving approach to establish stable limits for the school b. Uses problem solving to deal with concerns with students, teachers, parents, and violations of the stable limits c. Introduces problem solving skills as part of the currivulum
Shared Decision Making	a. Actively participates in making staff decisions, and assuming the responsibility for the decision made b. Participates on long range planning teams for establishing and implementing plans c. Develops a plan to share the classroom decisions with students
Accountability	a. Identifies the basic academic skills and provides opportunities for students to master them b. Accountable for supplies, materials, department duties, students, and teachers c. Carry out basic school policies, processes, and objectives d. Develop a growth plan and gain skills in the processes to work toward attaining objectives
Cooperation	The principal seeks assistance from other sources of expertise.
Evaluation	a. The principal is able to demonstrate ways in which teachers are using assessment methods to identify the cognitive, effective, and psychmotor needs or desires of students b. The principal is able to identify ways in which teachers are providing students with opportunities for self-evaluation

"73 Administrative Competencies Seminar" (Cont.)

Area of Competence		Competency Statement
Evaluation (Cont.)	c.	Can demonstrate that a variety of evaluation procedures are available for staff members to select from to assess individual effectiveness
	d.	The principal is able to demonstrate that he solicits evaluative feedback concerning his administrative effectiveness
Instruction	a.	The principal is able to demonstrate that the instructional program is becoming increasingly responsive to the needs of students for successful learning experiences at their own levels of activity
	b.	The principal is able to demonstrate that reward rather than punishment is the primary means used to influence student behavior
Student Activities	a.	The principal is able to demonstrate the manner in which students, staff, and the general community are involved in designing the student activities program
	b.	The principal is able to describe specific procedures used to insure the opportunity for all students to have friends
Administration	a.	Delegates goals and priorities, involving faculty and appropriate others
	b.	The principal is able to demonstrate that procedures have been established for regularly identifying and reporting facilities in need of correction
	c.	The principal is able to demonstrate that inventory procedures and district audit provisions have been implemented
	d.	The principal is able to identify specific feedback from staff concerning needed changes in district and school level business administrative procedures

Brubacher, John W., and Olsen, Clarence, A Competency Based Program in Educational Administration. Hartford: The University of Connecticut, March 1972.

FUNCTIONS, FUNCTIONAL OBJECTIVES AND FUNCTIONAL COMPETENCIES

A. Planning: to develop educational programs with respect to the needs, objectives, and available resources of the population served

1. to understand the foundations of education
    - a. to identify past and present philosophies of education and to develop reasoned assumptions about their implications
    - b. to identify learning theories and to develop reasoned assumptions about their implications
    - c. to describe and order historical trends in the development of education and to develop reasoned assumptions from their implications
    - d. to structure a consistent philosophy of educational leadership
2. to develop general and specific educational objectives
    - a. to translate the stated philosophy of a school system into general system wide objective
    - b. to design individual school objectives
    - c. to write specific behavorial objectives for individual learner
3. to develop instructional and support programs for the school system
    - a. to design new and modify existing curricula
    - b. to plan a rationale for staffing
    - c. to analyze relationships among varying staff roles
    - d. to define and design the need for support programs; i.e., pupil personnel services, busing, etc.
4. to develop resource projections
    - a. to define and analyze types of school organizations
    - b. to explain resource development; i.e., where monies come from
    - c. to analyze community needs in the light of expected objectives, demographic data, and resources
5. to interpret budgetary concerns
    - a. to restructure the educational program into a spending plan
    - b. to articulate the financial needs of the school system
    - c. to formulate planning programming, and budgeting systems for the schools

Brubacher, John W. and Olsen, Clarence (Cont.)

B. Communicating: to develop methods of internal and external group processes

1. to develop processes and techniques of leadership as related to staff and students

    a. to demonstrate processes and techniques of supervision and its effective utilization
    b. to demonstrate the processes and techniques of collective negotiations and its effective utilization
    c. to demonstrate the role of decision making in educational leadership and its effective utilization

2. to comprehend the potentials of external organizational relationships

    a. to select proper media recording to purposes and circumstances
    b. to maintain open relations with the public
    c. to identify power structures
    d. to design a plan for participation and responsibility on the part of parents and community representatives
    e. to formulate policy for interacting with the city, state, and federal governments

C. Allocating: to utilize human and material resources within the organization

1. to utilize and develop the human resources available

    a. to structure manpower in accord with needs and technical skills available
    b. to structure manpower utilization patterns for educational institutions
    c. to define and design in-service education programs

2. to utilize and develop material resources

    a. to design facilities for educational programs
    b. to develop processes for obtaining material resources
    c. to develop processes for the maintenance of material resources

D. Evaluating: to compare the desired outcomes of the organization with actual accomplishments based upon performance indicators with respect to the needs, objectives, and available resources of the population served

1. to understand the methods and techniques used in evaluating

    a. to use systematic methods of evaluation
    b. to cite commonly used standardized measures
    c. to apply and demonstrate the use of research techniques

2. to develop evaluation designs for processes and products

    a. to design evaluation programs for student growth
    b. to design evaluation programs for staff effectiveness
    c. to create research designs for educational programs

Cook, Halsey Hammond, Jr. and Van Otten, Kenneth Peter, "A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principal," Dissertation Abstracts, University of Utah, 1972.

Areas of Competence

1. Staff improvement
   - evaluation, in-service training, involvement in policy information
2. Program evaluation and planning
   - curriculum development, instruction
3. Staff personnel
   - assignment, working conditions, certification, and classification
4. Research and development projects, investigation of new techniques, innovation, and change
5. Pupil personnel
   - guidance, counseling services
6. Building level organization and control and school plant
7. Student control: discipline and attendance
8. Community services and community relations
9. Business affairs, budget, accounting, and purchasing
10. District-wide policy development and Board of Education staff work
11. Student activities supervision including sports and music
12. Auxiliary services (cafeteria, transportation, health, and safety)

Competency Statements

1. Involving the staff in developing educational goals and objectives
2. Developing and improving the staff by attracting and retaining competent personnel
3. Maintaining morale
4. Encouraging teachers to practice creative and innovative techniques
5. Initiating long range planning procedures, involving parents, teachers, and students
6. Utilizing resources and money to provide for the educational program of the school
7. Providing curricular and instructional leadership
8. Working with the school board, superintendent, and staff personnel in the establishment, coordination, interpretation, and enforcement of school district policies

Dederick, Warren E., "Competencies of the School Administrator," Phi Delta Kappan, Vol. LIV, No. 5, January 1973, pp. 349-350.

Domain 1. Initiating and Responding to Change: Developing one's own framework for initiating and receiving proposals for change.

1. demonstrates personal commitment to the education of all students in the schools
2. supports the individual's need for personal development, for positive self-identification, for pride in ethnic background, and for respect of life styles of other cultural groups
3. respects the legitimacy of concern shown by parents and community regarding policies and operations of the school
4. recognizes that interaction with the informal organization within a school is essential to the functioning and administration of the school
5. recognizes the power of primary groups of the informal organization and interacts with them accordingly
6. demonstrates a suitably "open mind," able to review new ideas and information without threat or discomfort and to deal with them with relative objectivity
7. designs strategies for initiating and managing proposals at an action level
8. monitors and supports processes and outcomes

Domain 2. Decision Making

1. recognizes when a problem exists and is able to identify it correctly
2. clarifies problems through acquisition of relevant information
3. determines what is fact and what is opinion
4. assigns priorities to completion of problem-solving tasks
5. seeks, identifies, and evaluates alternate solutions
6. understands types of decisions which can be made; e.g. terminal, interim, conditional--and the likely consequences of making each type of decision
7. seeks more information when necessary to solve a problem
8. understands legal, economic, sociocultural, and policy limitation on the decision-making process
9. distinguishes between decisions that are and those that aren't one's direct responsibility in reference to both superior and subordinate personnel
10. establishes procedures for decision-making in which community representatives, faculty, and students are active participants
11. involves those persons who will implement the results of a decision in the making of that decision
12. clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect

Domain 3. Support for Instruction and Learning

1. distinguishes between fundamental and school instructional problems and symptoms of instructional problems

Domain 3. (Cont.)

2. assures the continuing development of a curriculum design in each area of study
3. establishes and maintains unbiased schoolwide commitment to the academic achievement of all students
4. develops a student-centered program of instruction
5. shares with faculty learning theories which are pertinent to classroom instruction
6. executes a plan for developing understandings in the community of the instructional program in the school
7. develops a uniform system of evaluation of faculty performance which is clearly understood by those evaluated and those to whom evaluation reports are sent
8. assists teachers to gain insight into the learning styles of children
9. develops methods for helping teachers gain insights into their own teaching styles
10. executes a plan for examining classroom dynamics by teachers
11. assists teachers in encouraging divergent and convergent thinking in the classroom
12. utilizes faculty members with unique competencies in a manner designed to achieve "multiplier effects"
13. utilizes neighborhood, citywide, and statewide resources in the execution of the instructional program
14. maintains a relationship between current school programs for students and later vocational achievement
15. promotes student growth in aesthetic sensitivity and in constructive use of leisure time

Domain 4. Human Relations and Morale

1. initiates structure
    - delineates the relationship between oneself and the members of one's work groups
    - establishes well-defined patterns of organization, channels of communication, and methods of procedure
2. demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth, in relationships between oneself and members of one's staff
3. demonstrates a range of techniques to involve the faculty in the effective formation of policy decisions which the faculty will have to implement
4. communicates promptly to teachers information concerning problems of children in their classes
5. involves teachers in deliberations of guidance counselors, parents, and principal concerning children in their classes
6. shows support for the abilities of staff to teach and of the children to learn
7. communicates to parents information concerning major changes in school policy, curriculum, or teaching practices

Domain 5. Evaluating School Processes and Products

1. constructs and implements an evaluation design which systematically relates intention, observations, standards, and judgments
2. executes an evaluation plan which stimulates rather than inhibits the personal and professional growth of individuals in the school organization (students, faculty, parents, community members)
3. relates evaluation to ongoing decisions and actions of the organization and its environment

Domain 6. Responding to Problem Situations

1. demonstrates sensitivity to role-identification of his co-workers
2. acts to reduce problems resulting from role conflict and role ambiguity
3. recognizes the varying roles of individuals within a working group and thereby facilitates group process
4. understands the dimensions of organizational climate and his role and function in establishing or changing the climate in a school
5. recognizes that conflict can lead to beneficial change and therefore "manages" conflict toward positive resolution
6. plans and introduces range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization
7. makes use of change agents from outside the schools to create a temporary social system within the school for the express purpose of facilitating change
8. delegates responsibility for problems to appropriate subordinate levels when problems can be treated effectively at those levels

English, Fenwick and Zaharis, James, "Crisis in Middle Management," National Association of Secondary School Principals, Vol. 56, No. 363, pp. 1-10.

Areas of Competence of School Principals

1. The principal establishes the school climate by deciding how "close" the supervision of teachers will be, how communication will occur and whether staff are involved in decisions close to them.
2. The principal determines the degree of school/system harmony and unity.
   - The principal interprets system decisions and priorities to the teaching staff, and they decide whether the school system can be supported in reaching its goals.
3. Arbitrate conflict in the distribution of intra-school resources
   a. The principal creates a spirit of cooperation between staff members.
   b. The principal must abandon a defensive posture and exert pressure on the administration to decentralize.
4. The principal assumes the leadership of the school.

Jones, J. L., "Decentralization as a Management Tool," National Association of Secondary School Principals, Vol. 55, No. 359, pp. 83-91.

Four Types of Functions in Which all Principals Must be Competent:

1. Improving the educational program
2. Selecting and developing personnel
3. Working with the community
4. Managing the school

Competencies

1. The principal is central to decision-making, to the resolution of problems, and to effective school-community relations.
2. The principal solves problems at the building level whenever possible.
3. The principal supplies the necessary detailed information for developing new programs and making long range plans.
4. A good building principal enhances the image of the superintendent.
5. The principal takes on total responsibility for the operation of the building, and demands all services they are properly entitled to.

Gaynor, Alan K., "Preparing the Organization for Effective Responses," *Performance Objectives for Innovative Principals: Concepts and Instruments*. Atlanta: Joint UCEA and Atlanta Public Schools Project, working paper, n.d., pp. 1-40.

Delegater: The principal should delegate the task but need not be involved in direct and close supervision of its accomplishment.

Coordinator: The task should be done by others but the principal should play an integrative role..

Facilitator: The task should be done by others but the principal should be available to provide whatever support he can.

Motivator: The principal should stimulate others to accomplish the task.

Participant: The principal should be involved with others as a colleague (peer relationship) in accomplishing the task.

Evaluator: The task should be done by others but the principal should be involved in judging its outcomes.

Tasks:

1. Collecting, preparing, and disseminating information within the school and the school system.
2. Evaluating student performance.
3. Implementing educational innovations.
4. Assessing educational needs.
5. Improving staff interaction.
6. Recruiting professional personnel for the school.
7. Working with other educational agencies in the community (e.g., private and parochial schools).
8. Working with non-educational public agencies in the community (e.g., Police, Fire, Health, Youth, Welfare, and Judicial agencies).
9. Managing school budgeting and accounting.
10. Maintaining the status of the school in the community.
11. Planning the instructional program.
12. Maintaining the status of the school in the school system.
13. Selecting and hiring professional personnel for the school.
14. Communicating performance information to individual staff members.
15. Seeing to his own professional growth.
16. Developing educational goals.
17. Evaluating teacher aides and other similar sub-professional staff performance.
18. Interpreting and using measures of school operation effectiveness.
19. Orienting new staff members.
20. Dismissing professional personnel from the school.
21. Providing information in the form of reports to superiors.
22. Evaluating professional staff performance.
23. Transferring professional personnel from the school.
24. Enforcing school procedures, rules, and regulations.

25. Developing and maintaining contacts with formal and informal groups in the local community.
26. Seeing to the professional growth of the clerical and custodial staff.
27. Seeing to the professional growth of teacher aides and other similar sub-professional staff.
28. Identification and resolution of long-range problems contributing to immediate pressures on the school.
29. Promoting and granting tenure to professional personnel in the school.
30. Developing performance criteria for teachers and other professional personnel, including assistant principals.
31. Assessing the educational needs, desires, and attitudes of the local community.
32. Evaluating educational innovations.
33. Implementing educational goals in the school.
34. Seeking additional materials, funds, and/or personnel for the school from the Central Administration and the Board of Education.
35. Handling staff grievances.
36. Articulating and communicating educational goals to the local community.
37. Maintaining routine student discipline.
38. Determining school procedures, rules, and regulations.
39. Articulating and communicating educational goals to teachers and students.
40. Responding to local community disorders.
41. Scheduling classes.
42. Developing performance criteria for students.
43. Hiring, firing, and promoting clerical and custodial personnel in the school.
44. Hiring, firing, and promoting teacher aides and other similar sub-professional personnel in the school.
45. Seeing to the professional growth of the professional staff.
46. Allocating instructional resources among teachers and other school personnel (e.g., supplies, equipment, instructional materials, physical space, etc.).
47. Dealing with major school disturbances.
48. Seeking additional funds, materials, and/or personnel for the school from persons and/or organizations outside of the school system.
49. Developing and maintaining contacts with parents and other individuals in the local community.
50. Developing criteria for evaluating his own performance as principal.
51. Formulating within the school procedures to measure the effectiveness of the school's operation.
52. Evaluating clerical and custodial staff performance.

Gaskell, W. G., "The Development of a Leadership Training Process for Principals," ERIC Research in Education. 1973, ED 074 615.

The leader of a school is:

1. an effective observer
2. an effective facilitator
3. an effective counselor
4. has a leadership style that is open and receptive to ideas
5. knows his responsibilities and is accountable for them
6. demonstrates concern for people
7. has learned to tolerate the tentative so that he can effectively lead an organization that is self-appraising, self-correcting, and self-renewing
8. seeks data to guide decision making and respects and uses the data
9. can lead the community and staff through the processes of goal, role, objective, program, management, and evaluative decision making
10. listens, reads, speaks, thinks, writes
11. understands methods, people, materials, facilities
12. is committed to everyone succeeding
13. is able to select items for discussion at the faculty meeting which are of concern to the group
14. assumes the position of consultant advisor by sharing the leadership role with faculty members

Goldman, H., "The Principal and the School Community," Theory Into Practice, Vol. 11, No. 1, pp. 9-16.

Areas of Competence for the Principal

1. Coordination of instructional services and diagnosis of organizational needs
2. External relations with the various publics
3. Coordination of activities with and derivation of resources from the other segments of the school system

Competencies

1. The principal will constantly focus on the degree to which teams are accomplishing their stated objectives.
2. The principal insures that the instructional team confronts problems and resolves them.
3. The principal will be concerned with developing an appreciation within the staff of the importance of building and system-wide problems.
4. The principal defines for his staff the positive implications which might emanate from concern and action on their part.
5. The principal strives to create an atmosphere of continuous interaction relative to the task at hand.

Graff, Orin B., Improving Competence in Educational Administration, New York, Harper and Brothers, 1956.

Administrative Competencies

A. Function: allows all concerned to share in formulation of policies or programs

1. accepts responsibility for seeing that policies and programs are formulated through the cooperative process
2. gives each group (pupils, teachers, lay public) an opportunity to participate appropriately; that is, gives representatives of all groups affected by a policy or program the chance to share in its formulation
3. encourages each person to participate
4. encourages people to recognize and accept problems
5. does intelligent pre-planning
6. encourages each person to accept for examination the ideas of others
7. makes available resources which can contribute to intelligent decisions
8. contributes to group thinking as a member of the group without dominating it
9. withholds judgment and action and encourages the group to withhold judgment and action until all reasonably available evidence is considered
10. is willing to accept the decision of the group when cooperatively arrived at through intelligent study
11. seeks to understand his own motivations and help others to understand their motiviations as a part of the process
12. provides for group evaluation of policies and programs
13. presents policies and programs for board action after group study

B. Function: allows for all to share in execution of policies and program plans

1. accepts the responsibility for supervision and coordination in the execution of policies and programs
2. translates policy into action at appropriate times
3. interprets policies and programs to the public
4. makes decisions in line with policies and assists others to do likewise
5. assigns responsibility and power to act concurrently
6. organizes the school staff to carry out policies and programs in accordance with sound principles of organization
7. makes decisions in the absence of policy, but refers tentative policy to the group
8. adjudicates differences of opinion among staff members seeking the maximum welfare of the individuals consistent with the program of the school
9. refers dilemmas involving the welfare of the community to the school board for consideration
10. encourages personnel to interpret and carry out their executive responsibilities in close cooperation with others having related responsibilities

AREAS OF CRITICAL TASKS OF EDUCATIONAL ADMINISTRATION

I. Curriculum and Instruction

  A. In formulating curriculum objectives, the administrator

    1. stimulates, in himself, the staff, and the school patrons, the development of understandings of the culture in which the school is located as well as its broader national and world setting
    2. promotes clearer understanding of child growth and development and of the nature of the learning process
    3. collects and makes available to instructional staff and others needed materials and information
    4. makes certain that time and organizational machinery and means are provided to do the job
    5. summarizes and coordinates progress in the clarification of objectives and disseminates information to all concerned
    6. encourages school workers to keep objectives continuously in mind and to evaluate the school program in relation to them

  B. In determining content and organization, the administrator

    1. organizes the administrative and teaching staff, together with interested laymen and experts, for a cooperative attack on:

      a. clarification of objectives relating to behavior of pupils
      b. formulation of learning experiences and patterns which will induce desirable behavior in line with objectives (activities, units of work, courses of study, etc.)
      c. determination of best curriculum design and organization to accommodate items in b--separate elementary and secondary programs, broad fields, grades 1 through 12, activity programs, core curricula, small vs. large blocks of time, selection of areas and courses within areas
      d. establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curriculum content and organization

    2. encourages continuous experimentation and curriculum improvement and coordinates achievements by publicizing and helping to keep attention focused on immediate goals and on the implementation of agreements reached
    3. encourages consideration of the educational needs of all groups and provides in the program for special needs such as those of adults and part-time youth

C. In stimulating the improvement of teaching (methods), the administrator

1. attempts to develop in teachers clearer understandings of more effective practices for attaining objectives
2. encourages designed experimentation in teaching methods
3. encourages teachers to focus attention on the individual learner--to consider the conditions favorable to good learning, conditions which hamper learning, variations in capacity and goals among learners, the integral nature of human development, the psychological continuity in individual development, and the necessity for individual purpose in effective learning
4. establishes and maintains an atmosphere conducive to individual growth and productive group problem solving
5. fosters teacher-pupil and teacher-pupil-parent planning
6. keeps informed about new teaching aids; sees that they are available and that teachers are trained to use them effectively

D. In providing instructional materials and resources, the administrator

1. sets up machinery for the cooperative selection of materials and for their storage, allocation, distribution, and perpetual inventory
2. encourages maximum use of materials and resources indigenous to environment
3. makes sure that uses of materials are adequately evaluated

E. In evaluating the results of teaching, the administrator

1. sets up machinery for the cooperative (teacher, pupil, parent) and continuous evaluation of all the curriculum objectives
2. uses all appropriate evaluative techniques and all sources of evidence that will shed light on attainment of objectives
3. leads those concerned to the realization that objectives are not actually attained except in action and behavior
4. uses evaluative results to better understand learner's capacities, to determine program or teaching weaknesses to be strengthened, and to serve as a basis for recording and reporting progress and for more effective guidance
5. uses evaluative results to further cooperative planning by the school and community in improving program

II. Student Personnel

The administrator

A. sets up machinery to ascertain continuously trends in school enrollments and the interpretation of these data with respect to building, staff, and other needs. This involves number of births, migration, and holding power trends.

B. makes systematic plans for pupil (and parent) orientation and pupil placement and transfer within the system

C. fosters the establishment of relationships which will enable the pupil to find an active participating place for himself in the on-going school program

D. establishes a record system which encompasses all of the information necessary to effectively guide the pupil in discovering his own capacities, in choosing his goals, in planning the best program for his total growth, in evaluating progress toward his goals, and in selecting next steps in his own post-school development

E. assists the staff in organizing arrangement for the most effective counseling and guidance

F. fosters the development by the staff of a functional system of reporting pupil growth in terms of the program objectives of the school. This would include promotional policies, graduation requirements, and diplomas.

G. sets up machinery for the systematic follow-up of graduates and dropouts, and uses information obtained for program improvement

H. sets up and maintains an adequate system of pupil accounting

I. establishes means to deal with irregularities, such as critical disciplinary problems, truancy, and psychological maladjustments, through cooperation with the juvenile court and other community agencies

J. coordinates pupil personnel activities and presents pertinent information regarding them to the community

K. provides for the evaluation of pupil personnel activities and programs in order that improvements may be accomplished

III. Staff Personnel

A. In determining personnel policies, the administrator

1. uses the resources of the staff and the community through an appropriate organization
2. refers appropriate problems to the organization for study and recommendation of policy (selection, allocation, dismissal, salary, sick leave, tenure, staff organization, staff evaluation, etc.)
3. provides appropriate times and places for individual and committee work

4. provides services, materials, and information needed (clerical, secretarial, research findings, etc.)
5. provides for the adoption and implementation of the recommendations
6. provides for a continuous study, evaluation, and revision of the accepted policies (in terms of their operational values)

B. In securing of staff personnel, the administrator

1. aids and assists in the recruitment of prospective staff personnel
2. provides for the determination of the job requirements
3. determines with appropriate assistance the number and qualifications of people needed
4. locates and maintains records of potential employees
5. selects, recommends for employment, and contracts with appropriate personnel in keeping with approved policies and procedures

C. In providing for personnel welfare, the administrator

1. assists in the adjustment of the personnel to the job, to associates, to the community, etc.
2. seeks the continuous improvement of policies and practices at all levels (salary schedules, provisions for sick leave, etc.)
3. seeks the development of a climate which encourages faith, confidence, and sympathy for mutually solving personal and professional problems
4. promotes the improvement of personnel welfare (before the board of education, the community, the legislature, etc.)
5. makes provision for and encourages wholesome social activities
6. provides counseling and guidance on personnel and professional problems
7. encourages the method of consensus among operating groups as a way of preventing unwholesome differences
8. provides the ways and means of working with the great variety of teaching and nonteaching personnel and professional organizations within the system (educational associations, unions, etc.)

D. In stimulating and providing opportunity for professional growth, the administrator

1. seeks the development of a climate conducive to desirable working relationships
2. encourages counseling with associates, specialists, and others; plans inter-visitations, exchange of personnel, advanced study, and educational trips
3. provides for and encourages freedom to use new ideas and new techniques within the accepted philosophy and objectives
4. considers the plan for program improvement a primary means of professional growth
5. encourages professional reading, workshop participation, active membership in professional organizations, etc.

6. encourages and provides opportunities for self-evaluation

E. In building and maintaining high staff morale, the administrator

1. creates a feeling on the part of each person that he is a member of a whole team, and that what he does is a contributing factor to the success of the program
2. fosters mutual confidence and wholesome relationships among all staff members
3. provides a desirable working environment and essential instructional materials and equipment
4. provides for the development of the maximum leadership of each staff member
5. encourages recognition and commendation of worth-while accomplishments
6. seeks to expedite administrative decisions within the framework of approved policies and accepted organizational procedures
7. encourages a free flow of criticisms on administrative decisions, which are transferred immediately to policy-making groups

F. In seeking the maximum utilization of staff personnel, the administrator

1. provides an organization whereby staff members, community representatives, and state and regional specialists may cooperatively participate in the identification of significant educational problems
2. utilizes the special abilities within the staff, within the community, and within the state and region on identified problems
3. provides for the integration and coordination of efforts of personnel
4. provides the time, materials, and related services necessary to facilitate the work
5. facilitates the dissemination of recommendations for further study, revision, and acceptance by the entire staff and the community
6. provides for the implementation of the accepted recommendations
7. provides for the maximum utilization of staff personnel in appropriate ongoing evaluation and revision activities
8. provides for the clarification of duties and relationships among personnel
9. delegates authority commensurate with responsibilities
10. provides appropriate space, materials, supplies, and services for the fulfillment of responsibilities

IV. School Plant

A. In formulating objectives, the administrator

1. creates a favorable climate to enable pupils, educational staff, school board members, parents, and other citizens to study conditions relating to the school plant
2. assists community groups to recognize the need for safe, pleasant, functional, and efficient school plants to serve as home and operational center for the community program of education
3. uses studies, information, materials, and the resources of agencies to assist community groups to understand the implications of the school plant
4. develops policies to be recommended to the board of education concerning the scope of the educational plant and its use through cooperative participation of community groups
5. assists in the preparation of educational specifications in terms of the educational programs
6. arranges opportunities for the staff and community to appraise school plants in relation to the total educational program

B. In the planning and construction of new school plant facilities, the administrator

1. recommends to the board of education the employment of a competent school architectural staff
2. presents to the selected architect the educational specifications which form the basis for the physical facilities
3. evaluates the preliminary plans of the architect with educational staff, board members, and community representatives
4. presents and recommends for adoption completed plans and specifications which have been approved by the necessary governmental agencies
5. presents to the board of education final plans for financing new facilities
6. recommends to the board of education contracts to be awarded in accordance with accepted bid practices
7. oversees actual construction, approving payments and minor changes in plans with the consent of the architect
8. approves the completed facilities in cooperation with the educational staff, board of education, and community groups
9. procures furniture and equipment with the assistance of the educational staff, board of education, and community groups
10. helps staff and community understand that the purpose of the school plant is to serve the educational program

C. In the operation and maintenance of the school plant facilities, the administrator

1. recommends to the board of education, with the assistance of the educational staff, the employment of approved personnel and provides for their continuous training
2. arranges for the functioning of maintenance schedules for individual buildings and system-wide services

3. provides for the procurement, storage, distribution, use, and evaluation of materials and supplies
4. makes provision for periodic appraisal of maintenance programs with modification and improvement as indicated
5. assists in relating maintenance to the daily work of pupils and educational staff, and helps make maintenance personnel an integral part of the educational program

V. Organizational Structure

In developing a satisfactory staff organization, the administrator

1. determines cooperatively the number of staff members the system requires and the number the resources of the system will permit
2. makes an analysis of the program of the system, listing the jobs to be performed and indicating the logical combinations, where necessary
3. selects suitable candidates for the positions indicated and makes appropriate recommendations to the governing body for their employment
4. makes necessary allocation of duties and responsibilities among the members of the staff through a series of conferences

VI. Finance and Business Organization

A. In formulating objectives, the administrator

1. assists the people in the community in determining the program of education
2. helps the members of the community to determine the available and potential resources which may be secured to support the educational program
3. uses studies, information, material, and resources of various agencies in developing a plan of growth for the educational program
4. evaluates the financial program with members of the community in order to insure educational opportunities for every individual in the system

B. In facilitating the flow of funds into the educational program, the administrator

1. translates the educational program into a financial budget with the assistance of the educational staff and community groups
2. recommends the financial budget to the local board of education and other governmental agencies as required by law
3. makes the necesssary applications for the delivery of funds to the district treasury from the various governmental agencies
4. makes provision for the safeguarding of funds of the district and their payment according to law

C. In disbursing the funds of the district, the administrator

1. arranges for the purchase of services and materials in accordance with the financial budget and with authorization of the board of education
2. maintains adequate financial records and makes periodic reports to the necessary governmental agencies

D. In accounting for the funds expended in the operation of the educational program, the administrator

1. arranges for the formal annual audit of accounts and other necessary audits
2. makes public reports of financial expenditures to governmental agencies and people
3. assists people of the community to appraise the effectiveness of public-school expenditures in terms of the educational program and opportunities

VII. Transportation

A. In formulating objectives, the administrator

1. creates a favorable climate to enable pupils, teachers, school board members, parents, and other citizens to study conditions relating to school transportation
2. assists community groups to recognize the need for safe, convenient, comfortable, and efficient transportation in getting children to and from school, in extending learning opportunities through community visits and trips, and in providing appropriate service to the community program of education
3. uses studies, information, materials, and other agencies to assist community groups to understand the implications of transportation
4. develops policies to be recommended to the board of education through cooperative participation of community groups

B. In the operation of the transportation system, the administrator

1. facilitates the procurement of equipment and supplies through approved methods of purchase and contract
2. organizes and provides an efficient system of maintenance to enable the transportation system to operate safely and with dispatch
3. arranges for the selection, training, and supervision of personnel who perform the many and varied functions of the transportation system in operation
4. develops effective working relations with road department and other governmental agencies
5. provides opportunities for the educational staff and members of the community to appraise transportation services in terms of objectives and the educational opportunities

Graff, Orin B., and Street, Calvin M., "Know-How of the Educational Administrator," Improving Competence in Educational Administration. Harper and Brothers, New York, 1956, pp. 224-243.

I. Design and Improvement of Total Program of Education

A. Skill

1. in getting people to work together harmoniously as a functioning and purposeful group
2. in working as a member of a group to promote free discussion and the formation of consensus opinions
3. in aiding the group in the process of problem and need identification
4. in stimulating group thinking
5. in fact finding and research activities appropriate to the problem to be solved
6. in leading group discussions without dominating the thinking and forcing the conclusions
7. in recognizing abilities in others--contributions they can make toward group effectiveness
8. in aiding members of the group to formulate purposes and assume responsibility
9. in identifying and defining school functions in the context of the totality of community functions
10. in group dynamics--control and use of the forces operating upon and within a group situation
11. in devising learning experiences designed to achieve the desired objectives and purposes
12. in communicating, examining, and evaluating ideas
13. other items appropriate to the task

B. Attitudes

1. a belief in the efficacy of the group process in the solving of common problems
2. a respect for the dignity, integrity, and inherent worth of others
3. a belief that, when informed, people will choose and support a good program of public education
4. a feeling that each person has a valuable contribution to make toward the success of the educational program
5. a belief that the public school system is a democratic cooperative enterprise
6. a desire to be governed by facts even when they challenge a belief
7. a belief that democratic education liberates and uses the intelligence of all its members
8. all other items appropriate to the task

C. Knowledge

1. of "group dynamics"
2. of other school programs (local, state, national)
3. of research and fact-finding procedures and community study techniques

4. of the service functions and social forces which cause the community to exist
5. of human growth and development (physical and psychological)
6. of the human needs which may be logically assigned as a responsibility of the public school
7. of the emotional and psychological factors operating upon the members of a cooperative group endeavor
8. of the theories and value systems basal to democratic action
9. other items appropriate to the task

D. Understanding

1. that the school is only one of the many social institutions, and its function is to improve the quality of human behavior
2. that in a democratic society the public school functions for the benefit of all
3. that people have the right to say what their public school program shall be
4. that school program improvement is best achieved through cooperative evolutionary means
5. that, in terms of a common problem, plans are more effectively made as a group endeavor; execution is usually a matter of individual responsibility
6. that human behavior is usually controlled by emotions as well as by thinking
7. that democratic education guarantees to all the members of its community the right of sharing in the determination of the aims of the educational program
8. that the right of sharing in the planning entails a responsibility in the execution of the plans
9. that the school must, logically, reflect the society and culture within which it exists
10. that for a society to be strong, there must be a common core of social values to which all, or nearly all, subscribe
11. that in our specialized industrial culture the force of certain unorganized educational factors--farm life, helping parents provide the family subsistence, and the like--has declined, and this fact has placed an added responsibility upon the schools
12. that "transmitting the cultural heritage," as an educational aim, means aiding the learners to understand the contemporary culture
13. that organizational schemes are devised to facilitate and give freedom of action to the learning process
14. other items appropriate to the task

II. Curriculum Design and Development

A. Skill

1. in stimulating and helping those concerned to establish and clarify the school's aims and purposes

2. in getting and using expert opinion in those curriculum phases which require professional advice
3. in describing to others his ideas regarding learning experiences or things-to-be-done to achieve the school's purposes
4. in relating the contributions of various organized areas of learning to the needs of the total program of education
5. in recognizing developmental levels in those learners pursuing the curriculum
6. in devising and in assisting others to devise learning experiences appropriate to the interests and developmental levels of those learners
7. in defining and in assisting others to define the behavior changes to be achieved through the learning experiences, and in indicating how these behavior changes relate to the aims and objectives of the school
8. in incorporating the use of available community resources into the curriculum plan
9. in making the curriculum appropriately reflect learner purposes and interests
10. in evaluating the curriculum in terms of defensible modern psychological and philosophical principles and values
11. in incorporating the necessary curriculum flexibility required by individual differences and unique teaching and learning situations
12. other items appropriate to the task

B. Attitudes

1. a belief that the curriculum represents an evolving plan for achieving the purposes of the program of public education
2. a feeling that the project method of learning--problem solving--is the most effective methodology available for training the kind of citizens needed in our culture
3. a belief that the curriculum must reflect student as well as teacher purposes
4. an intent to participate in developing a curriculum which will serve the real needs of the learners
5. a belief that the school is a social instrument, and the primary aims of education are essentially social aims
6. a belief that the "cultural heritage" is essentially a resource tool to be used in further inquiry and problem-solving activities
7. a belief that children can best learn the culture in which they live by appropriate study of the problems of that culture
8. a belief that the "common man" can do effective thinking and, when informed, can make intelligent decisions
9. other items appropriate to the task

C. Knowledge

1. of the roles of the various institutions functioning in a modern culture; the problems they help solve and the problems they create

2. of the big concepts and ideas from the various disciplines of organized knowledge--of the nature of things from the physical sciences, of social concepts from the social studies, and of beauty and aesthetics from the arts
3. of the nature of human needs
4. of the nature of the learning process
5. of the position of educational administration and how it can contribute to the total program of general education
6. of various survey techniques and study methods which may be used to evaluate the effectiveness of a curriculum
7. of the nature of the major problems confronting the existing social order
8. of various schemes which have been advanced for the purpose of developing and organizing a curriculum
9. of the various schools of thought regarding the fundamental assumptions underlying the formation of a curriculum
10. of the amount and kind of student indoctrination permissible (within his system of values) in a curriculum
11. of the kind and amount of teacher skills required by a specified curriculum
12. of the physical plant, equipment, materials, and services required by various plans of teaching
13. other items appropriate to the task

D. Understanding

1. that education is a "reconstruction of experience"
2. that the industrial nature of the American culture is unique and without precedent in the world's history
3. that modern psychological principles tend to support the problem-solving way of learning
4. that all the large areas of organized knowledge contain ideas and understandings important to the general education of all
5. that memorizing the results of the thinking of others is not a very good way to learn skill in thinking
6. that there are many activities appropriate to achieving the aims of education. There is no need to limit the curriculum to a few prescribed learning experiences.
7. that learners are eager to become active participating members of their society. They grow and develop whenever the learning experience is appropriate for their level of development, and when they see the relationship between the learning and their purposes.
8. that subject matter and organized knowledge are important, but the use to which they are put, the methods employed in their use, and the values of the use are more important
9. that no person can learn more than a small part of the accumulated knowledge of the world; that, however, every normal person can learn and understand the important behaviorial values of his society
10. that education for intelligent followship is no different from education for intelligent leadership; both require skill in critical thinking, careful planning, and effective execution
11. that modern industrial production techniques have made it possible for everyone to have a decent standard of living

(material things). The peoples of the world are beginning to understand this fact and are no longer willing to starve through this life with little hope other than the promise of a better life in another world. Herein lies a major problem of modern national and world society.

12. that behavior changes in learners constitute the only valid criterion for evaluating the effectiveness of a curriculum
13. other items appropriate to the task

III. Providing Permissive Learning and Working Atmosphere

A. Skill

1. in using available space for maximum educational efficiency, or, if planning for new building, in planning to house the proposed program of education
2. in selecting equipment appropriate to the planned activities and consonant with the aims and purposes of the educational program
3. in arranging materials and equipment so as to provide maximum utility, safety, and flexibility
4. in providing for the repair, upkeep, and general maintenance of the educational facilities
5. in providing the necessary flexibility demanded by a program that aims to teach creative and problem-solving skills
6. in selecting materials appropriate to the learning needs and activities, and within assigned budgetary limits
7. in demonstrating that student freedom is contingent upon student responsibility
8. in providing an attractive area dedicated to planning activities, and furnishing the area with appropriate books, magazines, plans, reference materials, and furniture
9. in interpreting the school program and needs to others
10. other items appropriate to the task

B. Attitudes

1. a belief that the school facility is primarily a tool to promote learning
2. a belief that organizational flexibility is necessary to insure learning and give freedom for constructive activity
3. a belief that rules are cooperatively made so as to take care of details, and students are thus free to get on with the important business of learning
4. a feeling that skill in problem solving is one of the more important products gained from a student "project"
5. a concern regarding the safety and health of the student personnel

6. a feeling that the school program must be so ordered as to provide for individual instruction, individual rates of learning, and varying levels of student development
7. a concern for the emotional well-being and success attitudes of the learners
8. a desire to provide a sufficient variety of learning activities so that each student may find at least one in which he is interested and can perform with a creditable measure of success
9. other items appropriate to the task

C. Knowledge

1. of the kinds of functions the school can best serve relative to the task of furthering the aims of education
2. of the appropriate tools, materials, and space needed for the various functions of public education
3. of physical plant layouts and arrangements relative to the educational purposes to be served
4. of the proper care and maintenance requirements for the physical plant, equipment, and supplies
5. of expeditious and reliable procedures for the storage and issue of instructional materials
6. of safety hazards, and the conditions necessary for safe and healthful industrial surroundings
7. of the various types of physical facilities needed by, and peculiar to, the several organized areas of learning
8. of the various schemes for student personnel organizations
9. of the scope of activities possible in the school so as to permit as wide a variety of experiences as possible, but without letting students get into impossible problem situations (impossible in terms of available materials, tools, time, and/or student ability)

D. Understanding

1. that, when correctly conceived, the school is initially a problem-solving laboratory
2. that the school, both in physical make-up and in learning activities, should reflect the needs and purposes of its community
3. that a laboratory with many available tools and many possible work procedures stimulates the process of mental trail and evaluation which is an important phase in skillful problem solving
4. that students learn cooperative values when working together on common problems and cooperative projects
5. that defensible student motivation must be in terms of interest, stimulation, guidance, mutual respect, and a permissive work atmosphere
6. that learning is usually easier and more efficient when many of the organism's functions are involved; i.e., the senses, muscular responses, and emotions

7. that there is danger of perversion of the purposes of the school--excessive interest in athletics, cafeteria, social events, and the like
8. that quality equipment is essential because of the normal misuse caused by learner inexperience
9. other items appropriate to the task

IV. Improvement of Instruction

A. Skill

1. in arousing interest and in stimulating the teacher to purposeful activity aimed at improvement
2. in causing the teacher to recognize educational needs and the efforts necessary to overcome his deficiencies in skills, knowledges, understandings, and attitudes
3. in getting every teacher to participate in the planning and work of the group
4. in identifying the factors operating as obstructions to curriculum improvement
5. in the organization of teacher personnel
6. in the use of reference materials and the gathering of pertinent data
7. in relating the learning experiences to the total context of the cultural environment
8. in the use of the modern technical improvements in teaching aids and communication
9. in using human and material resources and agencies within the school's community
10. in evaluating results and progress in terms of accepted purposes
11. other items appropriate to the task

B. Attitudes

1. a belief in the individual value and growth potential of every member of the school
2. an appreciation of the unique individuality of each
3. a belief that people are flexible dynamic organisms capable of growth and development in a variety of directions
4. a conviction that educational programs must logically reflect the culture within which they exist
5. an appreciation of the big conceptual inventions--research, the scientific method of problem solving, and others
6. a concern for the aesthetic values to be sought in a program of general education
7. a feeling that non-learning and arrested growth are usually not the result of a lack of intelligence on the part of the individual but more frequently are caused by health and/or emotional problems
8. a desire to make the instructional program reflect the aims and objectives of the overall enterprise of community public education
9. a desire to help each member grow and develop to the fullest extent of his capabilities
10. other items appropriate to the task

C. Knowledge

1. of the psychological nature of the human learning process
2. of the subject matter appropriate to the instructional area (This factor will vary widely and is dependent upon the instructional level, scope and depth of the program, and educational purposes.)
3. of the mental and physical growth and development of human beings
4. of valid needs and purposes motivating the learners
5. of the behavior changes called for by the accepted educational aims and purposes
6. of the important problem-solving tools--the scientific method, critical thinking, research, the interpretation of data, and the nature of proof
7. of the cultural values basic to the existing society
8. of the need for cooperation under the modern conditions of the mutual interdependence of individuals
9. of the hazards, physical and mental, inherent in a modern culture, and of appropriate safety measures
10. of the various techniques of teaching, use of teaching aids, testing and evaluation, etc.
11. of the literature and philosophy of education in general and of education administration in particular
12. other items appropriate to the task

D. Understanding

1. that all learning is in terms of the learner's past experiences
2. that individual learning is a process of getting meanings through the seeing of relationships
3. that the seeing of relationships--understanding--is a higher form of learning than is the formation of stimulus-response habits
4. that the human organismselects stimuli appropriate to its purposes, and therefore purposes are of prime importance to the success of an organized program of education
5. that rote knowledge is useless without the methods, skills, and understandings necessary to put it to work in the solving of problems
6. that, in the work of improving human living, aesthetic and social values are of at least equal rank with material goods
7. that the constantly evolving cultural environment requires educational programs to be constantly revised and brought up to date
8. that the learning of democratic values requires the use of democratic means and processes
9. that programs of instruction should be planned and maintained with the advice and cooperation of the various groups concerned
10. that public education is only a part of the community's total program of education and should be consonant with the aims of that total program
11. other items appropriate to the task

V. Promotion and Stimulation

A. Skill

1. in relating community needs and resources to the development of the program of public education
2. in working with community members to identify, define, and clarify the functions assigned to the educational program
3. in assisting the group to see and define those problems relating to educational programs in general
4. in interpreting the literature and philosophy of educational administration as related to the educational aims of the community
5. in the use of appropriate lay groups in the planning and advisory phases of the job
6. in stimulating the group to clarify its thinking and reach consensus
7. in working with teachers of other subject areas, and administrators, to the end that all recognize more clearly the unified nature of the educational effort and the role assigned to each person
8. in identifying the "power structure"--key and influential persons and groups--within the community and eliciting aid and program support from this source
9. in stimulating students to think constructively about their educational needs and purposes
10. other items appropriate to the task

B. Attitudes

1. a belief that opinions, as such, are valid only when based upon facts and valid information
2. a feeling that everyone needs, at times and in varying amounts, some personal stimulation and guidance
3. a belief that people will support more vigorously an educational program that they have helped to plan
4. a feeling that decisions made by informed groups are, in general, more accurate and generous than individual decisions
5. a belief that the people of the community have the right to decide on the aims and objectives of their educational program
6. a belief that the learners, in terms of their level of maturity, have the right to participate in planning their learning activities
7. a belief that in a democracy local initiative and local cooperative action are highly desirable
8. a belief that effective and widespread communication of information and ideas is essential to cooperative endeavor
9. other items appropriate to the task

C. Knowledge

1. of the philosophical and psychological foundations of public education
2. of the kind of atmosphere conducive to effective group action, and of the factors which may tend to nullify the

efficiency of the group
3. of the costs of a program of education
4. of the various effective means and techniques of group, individual, and community communication
5. of the leadership structure of the community
6. of survey and analysis techniques and the interpretation of the resulting data
7. of student body leadership and the social structure of the student group
8. of pertinent legal requirements--restrictive, permissive, or otherwise
9. other items appropriate to the task

D. Understanding

1. that democracy imposes upon everyone the obligation to become reliably informed
2. that cooperation and shared intelligence and efforts are more productive than uncoordinated individual actions
3. that to improve an educational program requires improvement in the people concerned with the program
4. that the kind of program desired is a community decision; the technical phases of program execution are matters for expert skill and know-how
5. that in a democratic society intellectual stimulation is the approved method of arousing interest and concern
6. that mutual understanding and appreciation build good school-community relationships
7. that community resources, human and material, need to be discovered and used to strengthen the school's program
8. that "more intelligent living" is the "big" aim of public education
9. that democracy aims to create situations wherein individuals are given the freedom, encouragement, and stimulation necessary for maximum growth and service
10. that vested interest groups seldom willingly give up their special privileges
11. other items appropriate to the task

VI. Guidance

A. Skill

1. in identifying those needs appropriate to the function of the school
2. in finding the causes of non-learning, and taking remedial action
3. in making available various tests appropriate to the student guidance function--intelligence, aptitude, vocational interest, and others
4. in intelligently applying the results of such tests, plus other information and evidence, to the individual guidance problem
5. in observing and interpreting behavior

6. in using valid ways and means of improving morale and success attitudes
7. in cooperating with teachers and school personnel in setting up an adequate guidance program
8. in using dynamic learning experiences to improve student interest in school and in educational growth
9. in using expert guidance counseling assistance whenever the need for it is indicated
10. in establishing rapport with teachers and students through the building of a feeling of mutual confidence
11. other items appropriate to the task

B. Attitudes

1. a respect for the unique potentialities of each teacher and each student and a belief in the student's right to grow and develop
2. a belief that all persons need, at times and in various ways, to have some guidance
3. a belief that the school has the right to "fail" a student in those courses showing unsatisfactory progress, but that such a right implies the responsibility for redirecting the student into channels of endeavor more suited to his interests and capabilities
4. a feeling that guidance aims to cause the learner to evaluate himself and make intelligent decisions based upon the findings
5. a belief that guidance is most effective when the adviser and advisee operate within an atmosphere of mutual respect and confidence
6. a belief that guidance is a continuous function related closely to all phases and levels of the educational program
7. other items appropriate to the task

C. Knowledge

1. of the psychological and physioligical growth and development of human beings
2. of the needs and problems which concern, or should concern, those responsible for the schools
3. of various behavior patterns and what they mean in terms of individual adjustment or maladjustment
4. of the various test instruments appropriate for gathering pertinent guidance information
5. of the use of other ways and means of gathering additional guidance information--observation, records, interviews, and the like

D. Understanding

1. that stimulating a person to do constructive thinking about his problem is frequently a primary factor in the guidance task

2. that self-discipline and self-direction are goals of democratic education
3. that guidance services are designed to assist individuals in making their own decisions after a careful analysis of their own situations
4. that successful guidance activities are improving the individual's ability to make sound adjustments, choose wisely, and formulate both immediate and long-range plans
5. that the more successful guidance programs seek the assistance of all who can aid the person in making satisfactory decisions--teachers, parents, physicians, experts, and others
6. that no single instrument will provide completely valid guidance information, and the student needs much evidence from tests, records, and observations before he can make an intelligent decision
7. that the ability for intelligent self-direction is a learned ability, and each person can improve his skill in this important area of living
8. that, to be effective, students must make decisions which they accept emotionally as well as intellectually
9. that common problems may be effectively dealt with through the use of organized group activities
10. that as a school function the guidance program is a responsibility of the total school staff
11. that guidance activities should reveal information relating to curriculum evaluation and program improvement
12. other items appropriate to the task

VII. Routine Administrative Responsibilities

A. Skill

1. in keeping adequate and useful records without becoming over-burdened with useless details and "paper work"
2. in providing for useful inventories of equipment and material
3. in pupil accounting and the management of human resources
4. in using acceptable and efficient methods of purchasing
5. in interpreting records to gain information for use in guidance and program evaluation
6. in the utilization of records which show school growth and progress
7. in reporting to parents, the school staff, and other interested individuals and groups
8. other items appropriate to the task

B. Attitudes

1. a belief that administrative schemes and devices exist wholly for the purpose of furthering the educational aims of the community
2. a feeling that students have a right, and a responsibility, to share in school administration

3. a belief that each responsibility carries with it a corresponding degree of authority
4. a conviction that administrative policies, plans, and decisions must reflect a basic philosophy
5. a belief that administrative policies need some flexibility
6. other items appropriate to the task

C. Knowledge

1. of a variety of administrative techniques and tools--budgets, schedules, accounting, and the like
2. of record procedures, forms, usages, and interpretation
3. of budget making, purchasing, accounting, and related activity
4. of the function of reports and reporting
5. of schedules and time utilization procedures
6. of accident reporting and the legal responsibilities of the teacher
7. other items appropriate to the task

D. Understanding

1. that routine details are not ends in themselves but exist to facilitate action in the furtherance of educational aims and objectives
2. that, when confronted by an imperative situation not covered by administrative policy, the individual should act to the best of his knowledge and ability; later the action should be referred to the policy-making group
3. that administrative records and record keeping are not defensible except as they serve to facilitate the learning process
4. that students and teachers may gain valuable learnings from participating in the administrative function
5. that there is a considerable body of knowledge dealing with effective administration of programs of public education
6. that the community has the right to know how its educational funds are being used
7. that administrative policies when cooperative formulated tend to gain the allegiance of those sharing in the planning
8. other items appropriate to the task

VIII. Evaluation

A. Skill

1. in selecting evaluation activities which will reveal the degree of program effectiveness in reaching agreed-upon aims and objectives
2. in providing for testing the administering of prepared instruments, and in the preparation of testing devices to meet unique situations
3. in other methods and techniques of gathering information which will reflect program success

4. in making evaluation an individual matter for the program aims of each student
5. in interpreting evaluation results to interested groups and persons
6. in observing effective and ineffective behavior patterns
7. in translating evaluation findings into plans for action aimed at school improvement
8. other items appropriate to the task

B. Attitudes

1. a belief that evaluation is a continuous and cooperative assessment of the efficiency and effectiveness of the educational program
2. a belief that evaluation should build better student understandings and staff morale
3. a feeling that valid program assessment must be in terms of student behavior changes implied by the educational aims of the community
4. a belief that evaluation is not a separate and periodic activity but an integral part of the teaching and learning process
5. an assurance that honest and factual self-evaluation by individuals is necessary to achieve a valid assessment of the progress of a group endeavor
6. an interest in determining his strengths and weaknesses as an administrator
7. a desire that all members of the community understand the aims, needs, strengths, and problems of the school
8. a feeling that an evaluation, individual, group, or school-wide, is of little value unless it provides implications and directions for betterment
9. other items appropriate to the task

C. Knowledge

1. of the various instruments and techniques appropriate to the desired assessment
2. of the motivation and stimulation necessary for serious individual and group evaluation
3. of useful ways and means for identifying the behavior changes implied by the school's objectives
4. of the morale factors in personal evaluation, and of the need for the individual to maintain his feeling of security
5. of the evaluative procedures wherein professional competence is needed, and of those areas appropriate to student and lay participation
6. of ways and means of interpreting evaluation results to interested persons--student grades and progress reports, school strengths and weaknesses, pupil needs, and the like
7. of what a "good" educational program for the community "should" be
8. other items appropriate to the task

Graff, Orin B. and Street, Calvin M. (Cont.)

D. Understanding

1. that effective evaluation should result in stimulation and direction toward improvement
2. that many, if not all, people develop defense mechanisms which make objective self-evaluation painful
3. that democracy requires that those being evaluated have a part in the process
4. that effective evaluation must do more than reveal status; it must provide direction and "next steps" toward reaching goals
5. that educational experiments are to be evaluated in terms of social consequences (i.e., what happens to people)
6. that evaluation will not be effective unless desired by those who are to participate
7. that evaluation is not to compare one student with another, or with a group, except when thereis need to find out who is best qualified for a particular job or task
8. that evaluation is not to compare one school with another except as they have similar objectives and situations
9. other items appropriate to the task

Gross, Neal and Herriott, Robert E., Staff Leadership in Public Schools,
New York, John Wiley and Sons, 1965, p. 101-103.

Important Activities for Principals

1. The principal confers with parents.
2. The principal confers with individual teachers.
3. The principal checks on inexperienced teachers.
4. Working on the improvement of the curriculum
5. Dealing with the classroom problems of teachers
6. Formulating the goals of the school
7. Formulating the policies upon which the school runs
8. Evaluating the performance of teachers
9. Counseling pupils
10. Planning and conducting teachers' meeting
11. Introducing new teaching ideas
12. Checking for possible hazards to pupil safety
13. Observing teachers in their classrooms
14. Coordinating the work of teachers
15. Dealing with disagreements between teachers and parents

Activities

1. Managing the school office
2. Preparing reports for the higher administration of the school system
3. Handling disciplinary cases
4. Dealing with disagreements among pupils
5. Dealing with correspondence
6. Attending principals' meeting
7. Ordering or distributing supplies
8. Dealing with disagreements between teachers and parents
9. Taking inventory of equipment
10. Dealing with disagreements among teachers
11. Dealing with disagreements between teachers and pupils
12. Keeping school records
13. Keeping a watch on the school budget
14. Supervising the custodial staff
15. Assisting P.T.A. or other parents group
16. Working on the improvement of the curriculum
17. Introducing new teaching ideas
18. Counseling pupils
19. Carrying on in-service training programs for teachers
20. Dealing with classroom problems of teachers
21. Evaluating the performance of students
22. Coordinating the work of teachers
23. Conferring with individual teachers

Indicators of the Principal's Competencies

1. Require that teachers discuss their major classroom problems with the principal
2. Ask teachers to report all major conferences with parents to the principal

3. Require teachers to keep the principal informed about problem children in their classrooms
4. Closely direct the work of teachers who are likely to experience difficulty
5. Require that teacher's classroom behavior conform to the principal's standards
6. Check to see that teachers prepare written lesson plans
7. Know what is taking place in most classrooms during most of the day
8. Determine what the objectives of the guidance program should be in the school

Competency Statements of Principals. The principal:

1. gives teachers the feeling that their work is an important activity
2. gets teachers to upgrade their performance standards in their classrooms
3. gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students
4. makes teachers' meetings a valuable educational activity
5. has constructive suggestions to offer teachers in dealing with major problems
6. takes a strong interest in teachers' professional development
7. treats teachers as professional workers and attempts to reward teachers who are doing an outstanding job
8. utilizes research evidence when considering solutions to problems
9. considers what is best for children in decisions regarding educational programs
10. helps to eliminate weaknesses in his school
11. maximizes the different skills found in his faculty
12. brings to the attention of the teachers educational literature that is of value to them in their jobs
13. helps teachers to understand the sources of important problems they are facing
14. displays a strong interest in improving the quality of the educational program

Areas of Administrative Behavior. The principal:

1. runs meetings or conferences
2. handles delicate interpersonal relations
3. works with community agencies
4. gets teachers to use new educational methods
5. obtains parental cooperation with the school
6. resolves student discipline problems
7. directs the work of administrative assistants
8. cuts red tape when fast action is needed
9. maximizes the different skills found in a faculty
10. communicates the objectives of the school program to the faculty
11. improving the performance of inexperienced teachers
12. getting experienced teachers to upgrade their performance
13. gives leadership to the instructional program
14. develops "espirit de corps" among teachers

15. revises school procedures in light of modern educational practices
16. handling parental complaints
17. publicizing the work of the school
18. keeps the school office running smoothly
19. makes general plans for the school
20. knows the strengths and weaknesses of his teachers
21. gets teachers to coordinate their activities
22. attracts able people to the school staff
23. knows about the strengths and weaknesses of the school program

Indicators

1. conferring with parents
2. managing the school office
3. deals with classroom problems of teachers
4. evaluating the performance of students
5. formulating the goals of the school
6. formulating policies upon which the school runs
7. carries on in-service training for teachers
8. observes teachers in their classrooms
9. recruiting prospective teachers
10. supervising the custodial staff
11. planning student schedules or class plans
12. scheduling teacher assignments
13. handling school publicity
14. dealing with correspondence
15. preparing school bulletins
16. preparing reports for the higher administration of the school system
17. attending principals' meetings
18. conferring with department heads
19. coordinating the work of teachers
20. evaluating performance of teachers
21. taking inventory of equipment
22. checking grade sheets or report cards
23. checking school attendance
24. keeping school records
25. keeping a watch on school budget
26. meeting informally with teachers
27. conferring with individual teachers
28. attending school functions
29. dealing with disagreements between teacher and pupil
30. dealing with disagreements between teacher and parents
31. dealing with disagreements among pupils
32. dealing with disagreements among teachers
33. conferring with attendance officers
34. cooperating with juvenile court, police agencies
35. handling disciplinary cases
36. checking on inexperienced teachers
37. counselling pupils
38. meeting with student groups
39. planning and conducting teachers' meetings
40. introducing new teaching ideas
41. working on the improvement of the curriculum
42. representing the school through participation in community organizations
43. assisting PTA or other parent groups
44. cooperating with other community agencies
45. ordering or distributing supplies
46. checking for possible hazards to pupil safety

Harkin, R. E., "The Principal as Mediator," High School Journal, Vol. 53, No. 6, 1970, pp. 333-343.

An Area of Competence and Competencies of the Principal

Communication

a. The principal establishes patterns of interaction which permit and facilitate the exchange of perceptions, desires, and disagreements.

b. He must establish the following conditions in the school:
   1. Individuals must feel free to express opinion.
   2. Individuals must feel there is a reasonable probability that what they say will make a difference.

c. The principal actively solicits information from teachers.

d. Demonstrates capacity to accept divergence of opinion.

e. The principal must be prepared to act upon information that he receives from teachers.

f. The principal provides avenues of growth for the teacher which permit an expansion of the teacher's role as he demonstrates increased competence.

g. The principal defines organizational patterns which hold implications for the extent of productive interaction within the school and the degree of differentiation among teachers.

h. The principal delegates responsibility to increase the opportunity of self-direction available within the school to staff.

Harvey, Eleanor, Chairman, Certification Committee, Alabama Department of Elementary School Principals, "Our Position Concerning Elementary Principal Certification." Athens, Alabama: Athens College, n.d.

1. Is able to state the development characteristics of children five through twelve years of age and to apply these to selected children.
2. Is able to classify selected pupil behaviors as typical or atypical for a child at a given age.
3. Is able to assist a teacher in using the principles of child development in selecting, organizing, and developing learning experiences for children.
4. Is able to assist teachers in developing and using screening procedures for identifying learning disabilities among children.
5. Is able to structure a program to develop parental involvement for promoting a better understanding of learning difficulties and enhancing parental involvement in their remediation.
6. Is able to secure medical, psychological, and educational diagnostic services and/or appropriate treatment including special education, special pathology, etc.
7. Is able to assist the classroom teacher in the formulation of a prescriptive learning stretegy for each child with the necessary services of a consultant as noted earlier.
8. Is able to assist in the development of prescriptive teaching practices through lectures, video tapes, demonstrations and/or supervised practicum experiences.
9. Is able to assist the teacher in the development of instructional climate, techniques, meterials, and evaluation procedures which assure a meaningful quietly controlled classroom atmosphere for each child.
10. Is able to develop effective procedures for securing, routing, and using vital information about children including psychological tests, vision and hearing screenings, etc.
11. Is able to identify sources, secure the needed services and follow-up treatment as required to assure that the unique needs of every deviant child are met.
12. Is able to confer with children, parents, and teachers regarding the special needs of deviant children in the schools.
13. Is able to assist the classroom teacher to provide personal academic and vocational guides in the classroom for each child.
14. Is able to assist teachers to promote self-directed responsible behavior on the part of each child in the classroom.
15. Is able to very honestly and tactfully report children's progress or problems to parents.
16. Is able to lead teachers to state or write the school philosophy in such a fashion that the unique population and community of each school is appropriately served.
17. Is able to lead teachers to develop organizational structure that is a balanced program yet that is flexible enough to meet the changing needs of pupils.
18. Is able to lead teachers and related community agencies to constantly re-evaluate the program and to seek improvement.
19. Is able to develop an in-service training program which includes a learning activity for every member of the professional staff. This in-service training will be based on a school improvement program.

Harvey, Eleanor (Continued)

20. Is able to select an area, appropriate time, and a comfortable site for in-service meetings.
21. Is able to secure leadership including consultants, materials, and equipment required for the in-service training program.
22. Is able to aid each teacher to contribute maximumly to the in-service program.
23. Is able to focus the attention of the instructional staff to specific problems and issues which may be assumed to have possible solutions.
24. Is able to develop the social aspects of in-service education to promote a wholesome attitude among all participants and to promote rapport among faculty members.
25. Is able to involve representatives from the student body, community, teaching staff, and other interested agencies in the in-service process to promote a meaningful supervisory relationship.
26. Is able to coordinate the local school in-service program.
27. Is able to communicate with an individual teacher or with a small group of teachers regarding nondesirable teaching practices or behaviors.
28. Is able to assist the teachers in developing reporting instruments which are objective enough to be understood by the parents.
29. Is able to promote frequent, pleasant, and meaningful communication with parents as required.
30. Is able to analyze a teacher's pattern of pupil evaluation and to translate this into parental information as necessary.
31. Is able to assist teachers to determine their particular evaluation strengths and weaknesses.
32. Is able to plan a program of parental involvement which brings parents into the schools in a variety of support roles--first aid workers, clerks, tutors, instructional aides, etc.
33. Is able to bring parents into the school building for conferences in the rooms with the teachers to aid the parents in understanding the program of the school and the needs of each child in his progress and/or problems.
34. Is able to complete all reports without clerical assistance (required by Alabama School Attendance Register).
35. Is able to set up and maintain a proper bookkeeping and accounting system as required by the State Department of Education.
36. Is able to conduct and report the findings of surveys such as those required by the Civil Rights Commission.
37. Is able to complete all forms required by the School Lunch Program of the USDA.
38. Is able to plan a weekly menu to meet all requirements of a Class A school lunch program.
39. Is able to state and assure compliance with all local, state, and federal health regulations affecting food preparation and service.
40. Is able to structure a cafeteria schedule and a traffic flow chart to be used in serving a specified number of students in a specific facility within an appropriate time schedule.
41. Is able to structure four alternatives to the basic Class A school lunch program.
42. Is able to purchase food for a school lunch program utilizing a budget based on anticipated income for one month of the school lunch program.
43. Is able to state the rules and regulations which govern the expenditure of funds received through the school lunch program.
44. Is able to structure avenues which assure the full use of all government surplus foods and which avoid the stockpiling of either government surplus foods or programmed approved foods.

Harvey, Eleanor (Continued)

45. Is able to apply the state and local regulations concerning pupil attendance and to seek appropriate services from community agencies which function to assist the schools to meet the needs of children.
46. Is able to state school laws regarding compulsory attendance to parents or other involved persons.
47. Is able to state the school laws which govern the relationships between the elementary school principal and/or the local school board of trustees or the system school board.
48. Is able to state and apply the laws and regulations which govern the procedures to be used on controlling children's behavior.
49. Is able to state the constraints and problems occurring in situations involving "tort" liability.
50. Is able to state possible liability problems--involved in field trips or other school-based transportation processes.
51. Is able to state the liability factors incorporate in the school bus transportation of children to and from the school.
52. Is able to state the liability factors incorporate in having children come to and go from the school in their parent's car or when walking.
53. Is able to state liability factors involved in administering basic first aid or giving medication at school.
54. Is able to state students' personal rights to property and personal privacy.
55. Is able to describe and secure fire extinguishers required to meet state and local fire standards for safety.
56. Is able to set up a fire drill, storm drill, and Civil Defense alert drill in the school.
57. Is able to replace and/or reset circuit breakers or fuses in fuse boxes or perform similar tasks.
58. Is able to state the proper materials and procedures to be used in cleaning and maintaining a variety of floor coverings.
59. Is able to schedule a custodial staff in order to assure proper maintenance of school plant.
60. Is able to state the rules which govern the hours, payment, and time use of maintenance staff members.
61. Is able to repair faulty light fixtures, nonusable plumbing, etc., which are minor emergency situations in a school.
62. Is able to state the limits of the state textbook program estimating needs, ordering, allotting, maintaining, and accounting for the state-owned textbooks.
63. Is able to plan for the use of standard books or available books not on the state adopted list.
64. Is able to deal with an emergency in transportation of children such as a flat tire, etc.
65. Is able to translate average daily attendance fitures into instructional units.
66. Is able to maintain and perform minor repair on audiovisual equipment in the school.
67. Is able to identify a variety of sources for the selection, purchase, and organization of instructional materials within a school.
68. Is able to write an appropriate press release suitable for use in a local newspaper or similar publication.
69. Is able to address public agencies or civic groups regarding school program policies or needs.

Hazuda, Michael L., "Perceived Competencies of New York State School Business Officials and the Importance of these Competencies to Effective Performance as Perceived by Education and Divil Service and School Business Officials." Unpublished Doctoral Thesis, School of Education, State University of New York at Buffalo, 1965, pp. 64-69.

1. Is capable of developing and administering an adequate, safe, and economical insurance program.
2. Is capable of writing job descriptions and job specifications for non-economical positions.
3. Is skilled in specification writing.
4. Is capable of relating educational philosophy to the area of business services.
5. Is proficient in the use of projection techniques such as financial trends, student enrollments, site and building needs, etc.
6. Is capable of developing and administering a program for the effective storage, inventory and distribution of supplies and equipment.
7. Is capable of developing and administering a thorough-going program for the selection of non-instructional personnel.
8. Is proficient in the use of procedures and techniques involved in job analysis.
9. Is proficient in the use of procedures and techniques involved in plant security.
10. Is proficient in the use of procedures, techniques, and scales involved in evaluating non-instructional employee performance.
11. Is capable of applying generally accepted accounting principles and procedures to the specific areas of school accounting.
12. Is skilled in public relations procedures and techniques.
13. Is capable of developing and administering an efficient custodial program.
14. Is skilled in preparing, presenting, administering, and appraising school budgets.
15. Is proficient in the use of techniques for determining adequacy of personnel and work loads.
16. Is capable of administering an internal auditing program.
17. Is capable of using diplomacy and tact in working with people.
18. Is proficient in the use of basic legal references.

19. Is capable of delegating responsibility together with commensurate authority.

20. Is capable of establishing and maintaining effective communication with community agencies, the board of education, and staff.

21. Is capable of applying the principles of "democratic administration."

22. Is proficient in the proper and efficient utilization of his staff.

23. Is capable of participating in community affairs and planning.

24. Is capable of organizing written material logically and presenting it effectively.

25. Is proficient in the use of graphic techniques.

26. Is capable of coping with special interest and pressure groups.

27. Is skilled in solving human relations problems.

28. Is skilled in data gathering techniques.

29. Is capable of acting as a resource person to teachers and administrators in the area of purchasing.

30. Is capable of developing and administering an adequate personnel records system for non-instructional personnel.

31. Is skilled in the art of public speaking.

32. Is skilled in the use of statistical methods and procedures.

33. Is capable of developing and administering a plan for the effective orientation of new non-instructional personnel.

34. Is capable of motivating staff personnel in the development of proper attitudes toward the educational objectives of the school.

35. Is proficient in forms design and control.

36. Is capable of establishing and maintaining a satisfactory working relationship between non-teaching and the professional staff.

37. Is capable of acting as a resource person to the cafeteria manager in the area of personnel management, purchasing, accounting, and reporting.

38. Is capable of developing and administering a systematic program for the in-service training of non-instructional personnel.

39. Is capable of developing and administering an efficient maintenance program.

40. Is capable of encouraging high morale among the business office staff.

41. Is proficient in the use of techniques, procedures, and practices regarding assessments, equalization ratios, and taxation.

42. Is capable of handling responsibilities for or acting as a resource person to the director of transportation in the areas of purchasing, personnel management, accounting, and reporting.

43. Is capable of developing and administering a sound procurement program.

44. Is capable of establishing and maintaining a positive and constructive relationship with his chief school officer.

45. Is skilled in locating essential information relative to a particular program.

46. Is skilled in planning, organizing, and evaluating office operations.

47. Is proficient in the use of procedures, techniques, and scales involved in evaluating school buildings.

48. Is skilled in the preparation of financial statements and reports.

49. Is capable of supervising wisely the personnel under his supervision.

50. Is skilled in the procedures and techniques connected with investments, borrowing money, and the issuance and redemption of school bonds.

51. Is skilled in overseeing school construction projects in terms of approved plans.

52. Is capable of getting work done through the efforts of others.

53. Is capable of making decisions.

54. Is capable of securing and coordinating the services of educational and technical specialists such as bonding attorneys, architects, and educational consultants.

55. Is proficient in the use of cost analysis techniques.

56. Is proficient in the use of procedures and techniques involved in school plant planning.

57. Is capable of treating confidential information confidentially.

58. Is capable of providing technical assistance in the formulation of wage and salary plans for non-instructional personnel.

59. Is skilled in research procedures and techniques.

Hemphill, John K.; Griffiths, Daniel E.; and Fredreksen, Norman. Administrative Performance and Personality, Bureau of Publications, Teachers College, Columbia University, New York, 1962.

1. Exchanging information

   The principal is concerned with teachers' and pupils' personal problems, particularly reaction of pupils to the educational program.

2. Ability to reason and see relationships, general cultural facts, and ability to learn new material rapidly

   The principal is concerned with objectives, evaluation, planning and continuity, curriculum, child development and growth.

3. Complying with suggestions

   The principal responds to good suggestions for change and possesses the ability to communicate effectively.

4. Analyzing the situation

   The principal is concerned with classroom climate and routines.

5. Maintaining relationships

   The principal is concerned with instructional curriculum, personnel, and public relations.

6. Organizing work

   The principal is concerned with pupils' reactions and physical setting of classroom.

7. Responding to outsiders

   The principal is concerned with objectives, planning evaluation, and effects of teacher performance.

8. Directing others

   The principal accepts the responsibility for leadership.

9. Preparation for decision

   The principal values educational needs of pupils and teacher performance, objectives, planning, methods, teacher personality, pupil motivation, and child growth.

Houston, W. Robert; Richardson, Cleeren L.; Morris, Betty.
Guide for Staff Development of School Administrators,
Houston Area School, District Area II, University of
Houston, 1972.

List of Principal Competencies

I. As a Director of Instruction, the Principal:

1. communicates instructional needs and expectations to staff
2. facilitates identification of goals and objectives for each aspect of the program which are consistent with school district goals
3. encourages innovative efforts by staff
4. provides for assessment of individual student needs and for the provision of programs to meet these needs adequately
5. insures a wide range of student activities which promotes improved student self-concepts
6. provides within budget constraints for evaluation, selection, and distribution of instructional materials and equipment
7. insures continual evaluation of the instructional program
8. makes faculty teaching assignments so they are consistent with individual strengths and the strength configuration of the total faculty
9. encourages use of a wide range of human and physical resources to support the instructional program
10. models or arranges for models of good instructional procedures

II. As Personnel Leader, the Principal:

11. assists teachers to improve their effectiveness as instructors
12. organizes a regular in-service education program which focuses on identified needs in the school
13. allows for consultants to answer specific questions of teachers regarding services, etc.
14. promotes open communication with staff and seeks advice regarding decisions which affect them
15. periodically evaluates each member of the staff and interprets the evaluation to each
16. selects the most capable staff available for his school within constraints of data available and school district policies
17. strives for positive and constructive relationships among teachers, paraprofessionals, custodians, and other staff, and between staff and students, parents and community members
18. demonstrates concern and feelings for individuals' problems and needs and takes actions to alleviate adverse conditions
19. recognizes talents of staff and utilizes them well

III. As School Organizer and Administrator, the Principal:

20. maintains required records to support the school program
21. delineates clearly staff roles and responsibilities to insure performance accountability
22. maintains adequate maintenance of school plant and grounds
23. supervises support services in operating the school
24. schedules classes and activities to facilitate more effective use of time and space
25. employs a systems approach to school administration
26. evaluates procedures, organization, and administration, and improves them based on feedback from school personnel
27. plans details carefully to implement decisions
28. responds promptly and thoroughly to perceived needs and controls, administrative requests, and directives
29. exhibits imagination in overcoming constraints

IV. As Liaison with Central Administration, Universities, Federal Programs, and Other Institutions, the Principal:

30. keeps the central administration informed about school, community, staff, and student developments
31. coordinates activities for schools which are cooperatively performed with other institutions or through special services
32. interprets central administration directives, regulations, and program emphasis to staff, community, and students
33. cooperates in prospective teacher programs in the school
34. provides leadership in systemwide enterprises

V. In Involving the Community, the Principal:

35. maintains communication links between the school and the community
36. provides a means for the community to participate in school policy development and activities
37. encourages community use of school facilities
38. demonstrates a concern for needs and problems of the constituents

VI. As a Professional Educator, the Principal:

39. sets goals for his professional growth and development
40. engages in activities which promote his professional growth
41. assesses his progress toward established professional goals and activities
42. contributes to the development of the teaching profession
43. models effective professional behavior and exudes warmth and affection
44. employs modern professional approaches in designing programs organizing the school, and working with people

Hughes, Larry, "Achieving Effective Human Relations and Morale," *Performance Objectives for Innovative Principals: Concepts and Instruments*. Atlanta: Joint UCEA and Atlanta Public Schools Project, working papers, n.d., pp. 1-53.

The Administrators' Task--Two Sets of Assumptions*

THEORY X

1. The administrator is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the goals of the enterprise.

2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fill the needs of the organization.

3. Without this active intervention by the administration, people would be passive--even resistant--to organizational needs. They must therefore be persuaded, rewarded, punished, controlled--their activities must be directed. This is the administrator's task--in managing workers. It is often summed up by saying that administration consists of getting things done through other people.

4. The average man is by nature indolent--he works as little as possible.

THEORY Y

1. The administrator is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the goals of the enterprise.

2. People are *not* by nature passive or resistant to organization needs. They have become so as a result of experience in organizations.

3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. The administrator does not put them there. It is a responsibility of the administration to make it possible for people to recognize and develop these human characteristics for themselves.

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* Adapted from Douglas M. McGregor, "The Human Side of the Enterprise," *In* Warren G. Bennis, Kenneth D. Benne, and Robert Cain (ed.), *The Planning of Change*, New York: Holt, Rinehart, and Winston, 1962. See also, Douglas McGregor, *The Human Side of the Enterprise*, New York: McGraw-Hill, 1960; and Douglas McGregor, *The Professional Manager*, New York: McGraw-Hill, 1967.

4. The essential task of the administrator is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

CONCEPT 1. The school organization is multi-functional and some of the functions are a product of the personal needs and wants of individual organizational members. ("The Multi-Functional Organization": pp. 2-6 supra)

Performance Statement: The principal recognizes that the private goals of organizational members affect the achievement of the public goals of the school.

Indicators:

1. Recognizes and supports differing teaching styles
2. Flexibly schedules institutional demands on employee time
3. Is able to identify personal needs of individual colleagues and provides intra-organizational ways in which these needs may be satisfied consistent with organizational goals
4. Matches teaching skills with teaching arrangement

Performance Statement: The principal recognizes that individual staff members may have differing value orientations and respond differently to various elements (formal constraints, reward systems, motivators, etc.) of organizational life.

Indicators:

1. Can identify and describe unique competencies of staff members
2. Overtly (behaviorally) supports individual staff members' need for personal development and pride in cultural and/or ethnic background
3. Reveals respect for differing life styles by responding to these in a non-judgemental way

CONCEPT 2. Creativity and decision-making ability are widely distributed in the population and are not determined by the formal office a person holds. It is possible to provide for the effective use of these abilities within the formal organization. ("Assumptions About People"; "Motivation, Morale, and Rewards": pp. 6-13 supra)

Performance Statement: The principal establishes broad parameters, consistent with general school policies and good educational practise (sic), within which individual staff members or identified groups of staff members have wide latitude for problem resolution and final decision-making.

Indicators:

1. There are in evidence "task force teams" of staff members with evident refined responsibilities focusing on significant aspects of the school operation

2. There are well understood processes or procedures for identifying potential school problems, or curricular/instructional needs. Individual staff members know these processes and procedures and invoke them at appropriate times.

3. The decision-making process is varied according to the nature of the decision situation. (i.e., unilateral decisions in "crisis" situations are made without apology or need for apology; there are in evidence, however, "sensing" mechanisms (#2 above) whereby many crises are anticipated)

Performance Statement: The principal is "authentic" in his dealings with staff members.

Indicators:

1. His behavior is perceived by co-workers as congruent with the organizational tasks to be performed. (i.e., the staff feels certain jobs and tasks accrue to the "principalship" and it is their belief that their principal is performing these)

2. His behaviors are perceived by others in a manner consistent with the principals perceptions of his own behavior

3. The principal violates unreasonable or inappropriate system-wide policies in favor of his staff

Performance Statement: The principal varies the reward systems at his disposal consistent with the needs of individual staff members and with cognizance that most staff members are probably operating on needs levels above "physiological and security." (This latter should be checked in individual school settings, and if it is not so, appropriate administrative efforts directed to corrective action.)

Indicators:

1. There is in existence a regular formal mechanism (e.g., newsletters) whereby the principal and other staff members announce "jobs well done" by others or where an individual can submit his own announcements of recent professional or personal activities in which he has been engaged

2. There are in evidence "task groups" leadership within which is "achieved," i.e., it devolves to the leaders from his peers. Once achieved such leadership is, however, acknowledged by the principal, publicly and privately.

3. There is in evidence flexible scheduling of staff time in order that meetings of appropriate groups may occur within the normal school day or that individual teachers may be released from normal duties for periods of time to conduct research, update skills, serve on system wide committees, or attend to certain personal activities, etc.

4. Evidences and uses staff evaluation procedures and/or instruments which focus on the teaching act and subsequent learner achievement of, or movement toward, mutually agreed upon goals (rather than focusing on extraneous, unnegotiated, or unstated factors)

CONCEPT 3. There are two dimensions in complex organizations; the formal and the informal. The informal dimension has great influence upon individual behavior, provides its own system of rewards and may or may not exhibit goals which are congruent with the formal organization. ("Informal Groups"; "Individual and Group Relations": pp. 13-25 supra)

Performance Statement: The principal is aware of informal groups within the school.

Indicators:

1. He is able to identify the informal social and/or professional groupings in his school and can identify the achieved leaders of these groups.

2. There are frequent meetings, informal and formal, with informal staff leaders to discuss metters of significance to the formal dimension of the school organization.

Performance Statement: The principal is concerned with individual staff members sense of belonging and security within faculty groups.

Indicators:

1. Attitude toward individuals who may not conform to normative organizational standards (e.g., dress) is positive and supportive

2. He utilizes various mechanisms such as informal teas or cocktail parties; "buddy systems," for example, to assist in the orientation of new members. Such mechanisms are utilized throughout the year.

Performance Statement: The principal develops congruence between individual needs and organizational role expectations.

Indicators:

1. Job descriptions and/or responsibilities of the staff are generally developed in a behaviorist manner rather than in an integrationist manner.*

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* A behaviorist model assumes that individuals have as much impact on organization as the reverse; thus, the functions of a particular job are modified to fit the competencies which the job incumbent has. An integrationist model on the other hand defines the job and attempts to fit the individual to it.

2. Individual staff members are required to generate specific "Job Targets" on an annual basis and these are negotiated and agreed upon by the principal and staff member early in the school year. (Process as well as product targets are employed.)

CONCEPT 4. Effective organizations are characterized by a variety of communications media and a free flow of information laterally and vertically throughout the organization. Individual units of the organization (schools) place a somewhat heavy reliance on face to face communication wherein which such elements as non-verbal cues, environmental setting and individual personality variables affect the perceived meaning of the messages. ("Communication in the School Setting," pp. 25-31 supra)

Performance Statement: The principal effectively communicates with the staff.

Indicators:

1. The communication medium is varied depending upon the complexity of the message being communicated, and the degree of behavior change required by receivors (sic)

2. The communication medium is varied depending upon the nature of the individual(s) and the number of individuals to be communicated with

3. There are provisions for "feedback" so that understanding of verbal and written messages can be checked with some immediacy. (Advisory councils, face to face questioning, etc.)

4. There is an awareness of the relationship between environmental setting and effective communication. (The objects in the school are arranged to facilitate communication; e.g., accessibility of teacher lounge, principal's office, furniture arrangements, classroom arrangements)

Performance Statement: The principal facilitates intra-staff professional communication.

Indicator:

Task force committees (curricular or instructional study groups, etc.) which are formed reflect a "Likert Linking Pin" structure (i.e., official professional groupings are evident which reflect cross departmental; cross grade levels).

Johnson, Thomas J., "Implementing the Model: An Example," National Association of Secondary School Principals Bulletin, Vol. 56, No. 362, pp. 42-52, March 1972.

Principal Competencies and Indicators

1. Develops an understanding of the school as a societal sub-system, with emphasis on:

    a. the school's responsibilities in maintenance and adaptive roles in the larger society
    b. principles of conceptualizing, planning, implementing, and sustaining organizational change in a bureaucratic, social institution
    c. principles of leadership in a bureaucratic organizational setting as distinct from and in addition to routine administrative tasks
    d. the school district as a group of individual, but coordinated and cooperating, units:
        1. policy-making procedures through administrative recommendation, board of education action, and administrative application of policy
        2. coordination of function of individual buildings engaged in successive contacts with students

2. Gains knowledge of methods and sources of school finance sufficient to:

    a. influence intelligently the acquisition of resources through routine fiscal channels
    b. supervise responsibly the fiscal operations administrator in his building
    c. stimulate the acquisition of monies from special sources such as research and experimental grants from private foundations and public agencies
    d. apply responsibly available monies with full knowledge of effects on the total financial picture of the school

3. Develops knowledge in laws and regulations pertaining to the functioning of the school, including:

    a. state laws and department of education regulations regarding school operations
    b. significant landmark decisions of the courts relative to school operations
    c. current trends in decisions of courts involving schools and school related activity
    d. laws relative to behavior of adolescents, and current practices in enforcing them and dealing with offenders

4. Gains knowledge of goals, strategies, and outcomes of contract negotiations and grievance procedures between school district employees and boards of education sufficient to:

    a. act as advocate for the students' interests in routine negotiations activity

  b. serve as responsible information resource to the negotiation process
  c. protect one's own and his group's professional interests as a member of the administrative group negotiating with the board of education

5. Develops operational expertise in research and evaluation of educational problems sufficient to:

  a. interpret findings of research outside his school and make meaningful use of them in the development of his school's programs
  b. initiate, supervise, and interpret on-going evaluation of aspects of the instructional effort in his school, and apply findings to expansion, revision, or suspension of programs

6. Gains up-to-date operational knowledge of instructional techniques and materials:

  a. background of information to use directly with teachers he is leading:
    1. knowledge of various modes of learning and appropriate application of each (large group, small group, lab, individualized directed study, self-motivated learning, informal learning, etc.)
    2. knowledge of techniques and skills to facilitate the organization of staff, building, and resources to provide for use of appropriate modes of instruction
  b. knowledge of sources from which new strategies for instruction, materials, for instruction, and evaluation of strategies and materials can be obtained
  c. skill in exemplifying use of this information in his own directing of instruction in teachers' in-service education

7. Develops skill in techniques of communication:

  a. listening and reading for meanings intended by others in communications directed at him
  b. expressing ideas clearly and efficiently in one-way presentational communications:
    1. dynamics of audience groups
    2. speech techniques and audio-visual methods
  c. engaging in group discussion with appropriate affective disposition and meaningful cognitive content
  d. engaging in one-to-one conversation with clarity and appropriate affective disposition

8. Develops ability to initiate and maintain positive human relationships with peers, superiors, and subordinates:

  a. gain familiarity with literature of human relations field
  b. interpret other persons as resources for learning rather than as objects of conflict or irritation
  c. interpret behavior of other persons as they interpret it themselves

d. see one's own behavior as other persons see it
e. identify and cope with one's own defenses
f. give and accept feedback and make appropriate adaptations
g. gain familiarity with sources of trained professional help in establishing human relations programs for staff

9. Develops expertise in systematic problem-solving procedures:

a. identifying and delimiting problems in the school situation
b. determining appropriate decision-making personnel in the school organization
c. determining sources of data providing input applicable to the problem solution
d. considering viable alternative solutions with appropriate personnel
e. choosing appropriate alternative
f. implementing the decision
g. evaluating the results of the implementation
h. possible recycling of process with benefit of evaluation of first decision result

10. Gains knowledge of history and philosophy of education sufficient to:

a. provide understanding of the historical relationship between society and the public school
b. provide understanding of the philosophical stands contributing to historical and contemporary school practices
c. provide foundation for development of his own philosophy of education
d. sensitize him to philosophical bases for present demands on the schools

11. Achieves an understanding of the effects on children of the socio-economic milieu in which they live their lives, and a commitment to making the school a medium through which they can maximize their backgrounds and talents:

a. sociological bases for present demands on schools
b. special problems of the poor
c. special problems of minority groups
d. provisions needed to contact each person in his present physical, mental, and social condition

12. Gains knowledge in the field of child and adolescent development, and psychology of learning with sufficient breadth and sophistication to:

    a. communicate intelligently with specialists in the field
    b. use as one basis for the structuring of learning strategies in the instructional program
    c. assist in understanding, coping with, and--when appropriate--modifying the wide variety of behavior manifested by secondary school students
    d. provide knowledge base for assisting other administrators and teachers to cope with student learning and behavior problems

Kindred, L. W., "The Intermediate Schools, Organization and Administration," Part V, Chapters 17-22, ERIC Research in Education, 1969, ED 029 354.

Competencies of the Principal

1. The principal furnishes the overall leadership for the school and is directly responsible for the professional staff including:
    a. screening applicants
    b. recommendation to superintendent for hiring applicant
    c. orientation of new staff members
    d. organizing the staff for effective utilization of the capabilities of its members
    e. in-service education programs for professional growth
    f. evaluation
    g. recommendations for tenure or dismissal
    h. staff welfare
2. The principal is responsible for the curriculum of the school.
    a. makes sure personnel in each subject matter are aware of latest developments in their school
    b. gives consideration to whether or not current curricular ideas should be incorporated in their curriculum
3. The principal is responsible for scheduling and other aspects of administration such as: staffing, curriculum, and building utilization.
4. The principal is responsible for the public relations program of the school. The principal informs public of the school's concerns, what is going on and why.
5. The principal incorporates research and innovation in his school system to contribute to the general fund of knowledge related to the educational process.
6. The principal strives to create an atmosphere where freedom of communication exists within the organization of the school.
7. The principal provides professional meetings as needed by staff of reasonable length and a definite agenda.
8. The principal sees that staff has a clear understanding of procedures for discipline with follow-up reports to originator, including results.
9. The principal involves faculty members in developing school program including experimentation.
10. The principal makes fair assignments according to staff distribution.
11. The principal develops a feeling of mutual reliance of staff and principal with assurance of fair reception of all requests by either.
12. The principal demonstrates a clear indication of interest of administration in problems of staff.

Kindred, L. W. (Cont.)

13. The principal maintains a clear understanding of procedures and clerical routines.

14. The principal demonstrates a prompt consideration of staff problems.

15. The principal gives prompt recognition of outstanding work.

16. The principal promotes good personal relations through social functions; full participation by principal.

17. The principal creates an awareness of staff that opportunities to advance are open and all eligible people will be informed.

18. The principal creates opportunities for in-service training and professional growth.

19. The principal employs democratic principles to solve problems utilizing election, selection, and volunteering procedures.

20. The principal makes sure good equipment and facilities are available to staff.

21. The principal handles personal matters with staff in a confidential manner.

22. The principal informs staff fully and clearly on matters of professional concern.

Klopf, Gordon J., "The Principal as an Educational Leader in the Elementary School," Journal of Research and Development in Education, Vol. 5, No. 3, pp. 119-25.

Personal Competencies

1. Ability to function in ways that reflect:

    a. an ultimate concern with valuing the dignity and worth of human beings and an interest in the development of the potential inherent in every person--central to which view is the person himself, as he discovers his own being and relates to other persons and to social groups

    b. an emphasis on the child as being and becoming--becoming a person with respect for individuality of self and others, who lives a creative, full, and culturally responsive life, who endeavors to function with competence, continuing joy, and the spirit of learning and inquiry

    c. a centering of attention on the experiencing person, and thus a focus on experience as the phenomenon in the study of human beings with the concomitant awareness that they are real to others as they experience and perceive him, and that this perception involves the individual's behavior, ideas, feelings, values, knowledge, and perceptions

2. Ability to experience process in life and to continue this process within the self with undiminished curiosity, initiative, and the feeling of personal regard

3. Ability to integrate the world of ideas, knowledge, culture, art, and thought in one's work

4. Ability to relate to others as equals and as differentiated individuals in interpersonal encounters, and to do so because of the clear image one has of people as individuals

5. Ability to acknowledge that one has personal needs, to recognize what they are, and to distinguish them from the personal needs of others

6. Ability to use the self, as evident through developing a sense of identity and autonomy; control of fear, anxiety, anger, jealousy, and drives; a sense of self awareness; a sense of the self as a learner; a set of goals for self

7. Ability to function as a person with a value framework, with commitment and involvement, with integrity and honesty, with creativity, imagination, and openness

8. Ability to function as a person with strength, energy, and vitality, with a sense of humor, with knowledge, information, and facts

9. Ability to function analytically and logically and with wisdom, understanding, and insight
10. Ability to conceptualize and generalize
11. Ability to inspire, stimulate, and motivate
12. Ability to provide leadership through the capacity to make decisions, share in decision making, assume authority and responsibility, share authority and responsibility
13. Ability to communicate in writing and speaking
14. Ability to use numbers and basic mathematical constructs

Generic Competencies

1. Ability to develop open and honest relationships with a wide range of people of various age levels with different backgrounds and life experiences
2. Ability to provide an environment within which the other person can feel the freedom to examine self better which happens when the leader really believes that the other person is of worth as a person, and the person not only senses this but also finds that he will not be judged, rejected, exhorted, or manipulated by the leader
3. Ability to analyze one's role in an evolving team situation with recognition of the added funtions of leaders as they are called upon to organize all resources, human and material, to meet the needs of individuals
4. Ability to provide environment similar to the above with groups of persons who, when facing themselves squarely and exploring their problems, feelings, and aspirations in a non-threatening environment as a group, may have a reinforcing effect upon self-discovery and provide, also, an excellent laboratory for the examining and the experiencing of individual freedom and responsibility
5. Ability to understand the growth and learning process of children and youth as well as of adults and to develop approaches which enable learning to take place in self and others
6. Ability to formulate hypotheses, to evaluate, to study and to do research
7. Ability to provide leadership through conducting a discussion, interpreting ideas, solving problems, determining goals, conducting a meeting, writing reports and papers, planning and organizing, orchestrating people and ideas, delegating responsibilities
8. Ability to enable other adults to become more competent through consultation, counseling, confrontation, negotiation, and encountering

9. Ability to function with the varied media such as using slides, video taping, film making, and tape recording.

10. Ability to organize groups for task and training purposes, such as committees, seminars, workshops, institutes, and courses

11. Ability to use training techniques such as role playing, simulated case studies, growth exercises, and games

12. Ability to analyze particular matrices in terms of the total system in which they are located and to use this information in providing leadership for the particular matrix

13. Ability to administer the financial dimensions of a particular organization in terms of its goals, budget preparation and control

14. Ability to use both human and material resources, space, and environment effectively

Functional Competencies

1. Such competencies to enable the leader to organize and administer a school as:

    a. ability to assist in planning for the professional development of the members of a school staff, including the special needs of paraprofessionals (with professional development here defined as meaning systematically planned activities and processes that promote changes in knowledge, techniques, and attitudes which may improve the effectiveness of all members of a school staff)
    b. ability to assist with the development of objectives and goals of a school, to help plan a program to carry them out, to help develop an assessment program to audit the school's accomplishments
    c. ability to assist in establishing a close working relationship between teachers, paraprofessionals, pupil personnel staff members, and other ancillary personnel
    d. ability to recruit and select competent staff, including paraprofessionals
    e. ability to plan, organize, and execute financial, physical, and management aspects of a school
    f. ability to assist in planning, organizing, and participating in staff meetings
    g. ability to assist in interpreting the needs and demands of children to the school staff, the administration, such as the Board of Education, and to develop a leadership support system with administration, teaching, paraprofessional and specialist staff
    h. ability to assist in and facilitate the analysis of the climate of the school, and interpret the implications to staff, parents, and community
    i. ability to provide enthusiasm, incentives, support, and encouragement to embark on new courses of action and strategies of change
    j. ability to assist in the development and implementation of a program for staff development that provides an opportunity for school personnel to have experiences involving interaction and to gain some understanding and awareness of themselves and how others perceive them

Klopf, Gordon J. (Cont.)

k. ability to assist in the meaningful involvement of parents
l. ability to assist in selection of equipment and instructional materials
m. ability to enable team relationship with teachers and paraprofessionals to develop
n. ability to respond to specific needs and problems of the role, performance, and training of paraprofessionals

2. Such functional competencies to enable the leader to work with teachers and other instructional personnel as:

a. ability to work with teaching staff (including not only teachers, but also paraprofessionals, counselors, specialists in various fields) to increase understanding of the educational and social dynamism of a changing American society and the role of the school as both interpreter and catalyst
b. ability to assist teaching staff in gaining the general competencies, appropriate skills and techniques, and understanding of fundamental concepts of child development all of which are necessary to working effectively with students and parents, individually and in groups
c. ability to assist teaching staff in diagnosing learning needs and styles of children--which involves understanding the learning process itself and how learning styles and cognitive development vary from child to child
d. ability to help teaching staff identify students with special needs, strengths, abilities, interests, and concerns
e. ability to assist teaching staff with understanding and facilitating particular learning modes for children such as dramatic play, use of real situations, and other opportunities for first hand experience
f. ability to work with teaching staff in enlarging the student's understanding of his immediate environment and the surrounding world, and in helping him achieve mastery of relevant cognitive and social skills
g. ability to analyze basic approaches to curriculum which teaching staff utilize and to offer a wide range of alternative approaches and resources to meet specific needs of teaching staff and children--needs perceived by the teaching team or the leader or both
h. ability to demonstrate to teaching staff ways of working with children which seem appropriate to a given situation
i. ability to provide teaching staff with materials and media for use in teaching
j. ability to assist teaching staff with arrangements of room, building, and other environmental elements for learning
k. ability to help teaching staff develop a professional library for members of the school staff and to encourage effective use of such a library
l. ability to work with a wide variety of sometimes reluctant adults in the total school staff in order to minimize road blocks to learning and maximize the inherent strengths of the individual child
m. ability to design and carry out with teachers and other school personnel, training sessions (workshops, seminars, courses, field trips) related to staff development and career development
n. ability to utilize varied media for training purposes
o. ability to enable teachers and paraprofessionals to work together effectively in the classroom

p. ability to assist teaching staff in involving resource persons, including ancillary staff such as psychologist, social worker, parent worker, parent coordinator, and nurse
q. ability to plan and execute program analysis designs and techniques and use existing designs where relevant and to assist teaching staff in being analytical about their own processes and programs
r. ability to elicit ideas and suggestions from teaching staff and to give staff the feeling that it is worthwhile to make suggestions based on previous consideration and frequent use of others' ideas

3. Such functional competencies to enable the educational leader to work with the community, as:

a. ability to understand, respond to, and share in the social dynamics of a changing American society
b. ability to work with community groups and pressure components of society
c. ability to help school personnel seek information about individual children from parents so that they can devise a curriculum that meets each child's needs and interests
d. ability to help school personnel foster a two-way flow of communication and interpretation between home and school so as to reduce home-school alienation and avoid the negative impact upon learning which ensues when there are conflicting values and divergent child-rearing practices
e. ability to help teaching staff and other school personnel assist parents in developing realistic perception of their children's development in relation to their potentialities
f. ability to help teaching staff and other school personnel interpret test results to parents
g. ability to organize and conduct parent meetings, workshops and interaction groups, and to help teachers and school personnel do so also
h. ability to provide opportunities for school personnel to learn from parents and to be involved in cooperative planning with parents

The degree to which an individual has any of the above competencies and the priority system which one goves tp them are essential considerations. Bank Street College of Education is beginning three projects which are to deal further with the role definition of the elementary school principal as an educational leader. The projects include components for defining functions of the role, competencies for it, and implications for pre- and in-service training for the role. As these activities progress during the next two years there will be a series of papers and reports issued to define and verify further the components in the configuration.

Long, Roger L. and Bash, James H., "Effective Administration in Desegregated Schools," ERIC Research in Education. 1968, ED 025 037.

The Principal must recognize that education is no longer a decision-making job for one man. He must utilize his staff and view his role as the chief coordinator of a professional team. His functions are:

1. give guidance and inspiration to instructional staff
2. express confidence in their ability
3. insist on atmosphere of freedom
4. help release creativity wherever it appears
5. work with associates
6. have and share with the rest of the staff a genuine respect for the professional status of classroom teachers
7. set up dialogue in which everyone can be heard

The following expectations are essential for the principal if he is to do an effective job. He, in turn, must be considerate of his teachers.

1. time to do the job
2. understanding of the operation
3. knowledge of related operations
4. experience
5. perspective to recognize proper relationships and impacts of actions
6. facilities to do the job
7. knowledge of administrative principals
8. independence in approaching problems to the degree that he is not limited to a great extent by policy, custom, and personal factors
9. freedom to act as a trusted colleague with authority to use independence
10. ability to act, to initiate action to be a go-getter with ability probed in the firing line

Principals should:

1. be open minded; overcoming complacent attitudes and accepting and fostering change
2. be fair and objective without overcompensating
3. be sincere, liking other people and accepting their differences
4. be considerate, respecting opinions and feelings held by others
5. be natural, not evasive or defensive
6. be consistent, enforcing rules and regulations in a non-discriminatory manner
7. be calm, not creating problems
8. be sensitive to needs of others, perceptive of possible repercussions of actions

Long, Roger L. and Bash, James H. (Cont.)

9. make decisions about placement of pupils and support these decisions until it is shown to be possibly harmful to the child
10. constantly evaluate, plan, and design the curriculum with faculty, providing materials on intergroup relations for students and teachers to promote social awareness and understanding
11. arrange for orientation sessions with the faculty and encourage orientation of the student body
12. realize that difference in values and backgrounds do exist and keep these in mind when working with each individual
13. make decisions with the interests of the whole school in mind, maintaining quality education as a major concern
14. establish a climate which recognizes the rights of individuals
15. be aware of school board policies, obtaining the support of the board for administration policies
16. become well-acquainted with the community; open communication pipe-lines into the community, learning community values and feelings
17. become an expert in public relations
18. provide as many opportunities as possible for parents to visit the school, letting them get to know the school staff
19. accept all as individuals, accentuating positive aspects of human relations

McCleary, Lloyd, Department of Educational Administration, University of Utah, Unpublished Mimeo, n.d.

AREAS OF COMPETENCE AND STATEMENTS OF PROFICIENCY FOR THE PRINCIPALSHIP

A. Working Relationships with Central Office; Policy Development for the District

1. The principal works with the school board, superintendent and central office staff in the defining, coordinating, interpreting, and implementing the educational policy of the district.

2. The principal consults with central office staff on educational and organizational matters.

3. The principal serves as a liaison between the school, the district office and the state Office of Education.

4. The principal collects and interprets statistical information periodically requested by the district office.

5. The principal provides the central office staff with the information needed to clarify his position when complaints are brought against his school.

B. Financial Management

6. The principal organizes, supervises, and manages the financial affairs of the school.

7. The principal provides resources and money for the educational programs of his school.

8. The principal makes resources available to the staff (for supplies, money, equipment, etc.)

9. The principal is familiar with the projected budgetary needs of his school, including salary, operation and maintenance costs.

10. The principal knows the financial situation of his school and analyzes cost by student, grade, by total enrollment, by number graduating, and by number failed or dropping out.

C. Community Services and Community Relations

11. The principal plans for an establishes public relations programs with the community.

12. The principal mediates disputes between parents, teachers, staff, and students.

13. The principal identifies the community forces that affect the operation of the school and the implications of those forces.

14. The principal ought to be capable of publicly supporting his idealogical convictions as well as his opinions concerning the problems confronting the community.

15. The principal cooperates with civic organizations, and maintains good public relations with the communications media.

D. Pupil Personnel: Counseling and Guidance

16. The principal utilizes counseling techniques with, and sees to it that guidance programs are provided for, students.

17. The principal encourages students to participate in developing and implementing student programs.

18. The principal encourages and initiates studies that discover causes for difficulties and failures experienced by students, and helps in finding solutions for those difficulties.

19. The principal is an advocate of the students and communicates with them regarding aspects of their school life.

20. The principal organizes and directs the work of the counselors, as well as the orientation and social services of the school.

E. Student Activities

21. The principal organizes, administers and coordinates all the student activities of his school.

22. The principal evaluates the student activities program.

23. The principal determines and maintains standards for participation in student activities.

24. The principal develops and supervises the organization and functioning of student government.

25. The principal supervises the school's extra-curricular activities (assemblies, sports, etc.).

F. Pupil Control: Discipline, Attendance

26. The principal defines responsibilities in an effort to achieve regular attendance and control of the drop-out rate.

27. The principal establishes adequate control of the student body and provides necessary disciplinary rules with the help and cooperation of teachers, parents and students.

28. The principal maintains discipline, balanced with the normal functioning of instructional and extra-curricular activities.

29. The principal develops relationships of mutual understanding with the students by demonstrating his interest in their welfare.

30. The principal maintains adequate communication with parents so that he is able to communicate timely information to them regarding their children.

G. School Plant Organization and Control

31. The principal plans the school's educational program in accordance with the available facilities and equipment.

32. The principal regularly inspects the grounds and buildings personally.

33. The principal efficiently manages and operates the plant and its facilities, and supervises the custodial help.

34. The principal finds the means and resources that make possible reasonable building maintenance; and he coordinates the plans for repairs, additions, and remodeling.

35. The principal maintains a current inventory of the equipment, furniture, and supplies of the school, and establishes and checks on a plan for reasonable periodic inspections.

H. Auxiliary Services

36. The principal organizes and manages the cafeteria service.

37. The principal cares for the health of the students by encouraging the organization and implementation of preventive medical services (vaccination, others).

38. The principal cares for the physical well being of the students by attempting to eliminate potential hazards and by organizing first aid services.

39. The principal provides transportation services making possible regular attendance.

40. The principal supervises and evaluates the auxiliary services of the school.

I. Personnel Administration

41. The principal organizes, coordinates, and supervises both teaching and administrative staff assignments.

42. The principal assists, advises, counsels and provides guidance to the staff in their personal and school problems.

43. The principal identifies the needs and interests of the entire school staff.

44. The principal regularly evaluates the teaching abilities of his teachers

45. The principal develops and improves the staff by attracting and retaining competent personnel.

J. Personnel Improvement

46. By his own example, the principal stimulates and encourages teachers to keep abreast of current educational developments.

47. The principal encourages teachers to develop educational objectives and to work toward concrete goals.

48. The principal organizes, directs, coordinates, supervises, and evaluates in-service training programs and summer workshops.

49. The principal challenges his teachers to practice innovative and creative educational methods and techniques.

50. The principal supervises instruction by employing modern procedures and techniques of supervision.

K. Evaluation and Planning of the Educational Program: The Development of Curricula and Instruction

51. The principal plans and evaluates the instructional and curricular programs with the help of parents, teachers, and students.

52. The principal assesses the students' educational needs with the help of parents, teachers, and students.

53. The principal provides opportunity, direction and guidance to his teachers in developing curricula.

54. The principal plans for registration and registration procedures, and for opening and closing the school year.

55. The principal sess to it that high levels of academic achievement are maintained, and defines the standards and procedures for evaluating the results of instruction in his school.

L. Research and Development Projects: Investigation and Testing of New Techniques; Innovations and Change

56. The principal employs professional research techniques, interprets the results, and applies the conclusions in solving the educational problems of his school.

57. The principal develops long-range educational plans by involving parents, teachers, students, and central office personnel.

58. The principal encourages and supports educational research, especially when teachers show interest.

59. The principal foments and supports experimental, educational projects in order to promote innovation and change in education.

60. The principal organizes seminars, and similar activities, in order to stimulate inquiry in his teachers in testing new learning and teaching theories.

McIntyre, Kenneth E., "Administering and Improving the Instructional Program," Performance Objectives for Innovative Principals: Concepts and Instruments. Atlanta: Joint UCEA and Atlanta Public Schools Project, working papers, n.d., pp. 1-24.

Key Responsibility 1: The principal develops school unit goals and objectives to guide instruction.

1. The principal relates needs of students to school system goals and legal requirements.
2. The principal defines goals and objectives that are unique to the school unit.
3. The principal guides the development of instructional units to implement unique goals and objectives.
4. The principal articulates goals and objectives for sub-units within the school.

Key Responsibility 2: The principal allocates staff personnel to accomplish instructional goals.

5. The principal defines job requirements for each position in terms of instructional processes.
6. The principal assists in the recruitment and selection of personnel for instructional responsibilities.
7. The principal assigns or reassigns instructional staff to optimize conditions for learning.
8. The principal recommends staff members for re-employment, promotion, or dismissal.

Key Responsibility 3: The principal allocates time and space to accomplish instructional goals.

9. The principal inventories the changing needs for time and space for various instructional purposes.
10. The principal allocates time and space to various instructional purposes.
11. The principal assigns students to appropriate spaces and time units for instruction.

Key Responsibility 4: The principal develops and utilizes materials, equipment, and facilities to accomplish instructional goals.

12. The principal inventories the changing needs for materials, equipment, and facilities to accomplish instructional goals.
13. The principal allocates materials, equipment, and facilities to accomplish instructional goals.
14. The principal directs the identification and selection of needed materials, equipment, and facilities for instruction.
15. The principal coordinates the redesigning of instructional facilities to accomplish instructional goals.
16. The principal assists in the development or modification of instructional materials that are not available commercially.

McIntyre, Kenneth E. (Cont.)

Key Responsibility 5: The principal coordinates supporting non-instructional services to accomplish instructional goals.

17. The principal inventories the changing needs for non-instructional services in order to accomplish instructional goals.
18. The principal organizes and coordinates the non-instructional services to optimize the accomplishment of instructional goals.

Key Responsibility 6: The principal develops school-community relations to accomplish instructional goals.

19. The principal establishes communication with the school constituency for the purpose of assessing needs and setting broad instructional goals.
20. The principal explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school constituency.
21. The principal provides an adequate system for reporting students' performanced to parents, prospective employers, higher educational institutions, and others.
22. The principal communicates to the professional staff at school and district levels the feelings and desires of the school constituency.

Key Responsibility 7: The principal develops in-service training programs to improve instruction.

23. The principal plans in-service training programs for teachers by relating performance data to school goals.
24. The principal guides individual teachers toward selective participation in in-service training activities.
25. The principal leads in-service training sessions for teachers.
26. The principal organizes and coordinates in-service training programs so as to make maximally effective use of personnel, time, materials, space, and money.
27. The principal trains other members of the professional staff to assume leadership roles in the in-service program.
28. The principal assesses the effectiveness of in-service training activities and programs.

Key Responsibility 8: The principal assesses the needs of the school unit and evaluates the processes and products of instruction in order to improve instruction.

29. The principal collects, organizes, analyzes, and interprets data concerning the performance of teachers.
30. The principal collects, organizes, analyzes, and interprets data concerning other-than-teacher influences on learning.
31. The principal collects, organizes, analyzes, and interprets data concerning the performance of students.
32. The principal collects, organizes, analyzes, and interprets data concerning former students.

Melton, George E. and Stanavage, John, "Job Specifications for Principals," Education Digest, Vol. 36, No. 2, October 1970, pp. 25-28.

Areas of Concern: 1. Educational Leadership
2. Reappraisal and Restructuring of His Profession

I. The Principal is an Educational Leader

A. Guides and directs his staff and coordinates total educational program within the school
B. Improvement of instruction; keeping instruction and learning foremost in his own planning and making certain they are central to all school deliberations
C. Adapts school's program and procedures to the requirements of the individual student and is sensitive to the needs of the individual teacher
D. Helps to establish and clarify short and long range goals which are educationally sound and administratively feasible
E. Acts as a catalyst for innovative thinking and acting on the part of others in the school as well as suggesting his own ideas for program, curriculum, and organization
F. Accepts accountability for the overall effectiveness of the school
G. Fosters sound interpersonal relationships among the students, teachers, and administration
H. Skillful supervisor of instruction; organizing, developing teaching staff
    - building competent, balanced, professionally alert staff through sound selection, orientation, and continuing in-service activities; supervising individual teachers to assist them in self-improvement efforts, evaluating teacher performance on the basis of cooperatively determined objectives; nurturing staff leadership by providing opportunities for professional growth

II. The Principal is an Administrator

A. Assumes responsibility to help other school personnel in clarifying objectives, identifying problems, establishing priorities, developing strategies, and assessing progress
B. He must integrate into a meaningful whole the disparate efforts of those who constitute the school.
C. Must possess the requisite authority to execute these mandates of his office
D. Share decision making at various levels
E. Direct policy making at the building level and participate in decision making at all other levels when the policies in question affect his school's operation
F. Implement policy, accepting the responsibility, while sharing the authority in whatever manner is within the best interests of the school

Melton, George E. and Stanavage, John (Cont.)

- G. Modify policies when he judges it desirable to do so or make recommendations if the matter is not within his authority
- H. Broaden the base of his decision making involving students, parents, teachers, and citizens
- I. The principal must be held responsible for the impact positive or negative of the school on its students.

III. The Principal as an Interpreter

- A. Explains school, program, philosophy problems to students, staff, and community
- B. Presents school to Central Office, Board of Education, and colleagues so they can share in new developments

IV. Principal is a Conflict Mediator

- A. Responsibility for establishing climate in school
- B. Recognizes conflict may exist for promoting personal and professional growth
- C. Active part in negotiations

V. The Principal is an Educator of Educators

- A. Shares insight with teachers
- B. Resource person for teaching effectiveness
- C. Knows balance, sequence, and degree of freedom for innovative curriculum

VI. Ombudsman

- A. Advocate for those who question
- B. Works sympathetically with youth, nonconformist teachers, agressive parents

VII. Professional

- A. Continue professional growth--reading
- B. Organize administrative corps so assistant principals get depth and breadth of administrative experience

Morphet, E. L. and Schultz, W. C., "Procedures for Identifying Persons with Potential for Public School Administrative Positions," ERIC Research in Education. 1966, ED 010 088.

Criteria for a Successful Administrator (Interpersonal)

1. The administrator facilitates teaching-learning activities.
2. The administrator knows how to mobilize school and community resources.
3. The administrator strives to elicit the cooperation of the members of the community

    a. motivating community members to cooperate with the school
    b. communicating to community members knowledge of what they can do to aid the school
    c. allowing them an opportunity to cooperate

4. The administrator strives to work out with each citizen a realistic amount of time and energy to devote to the school, taking into account the school's importance to the citizen in his entire life hierarchy of values, the needs of the school that can be met by citizen participation and the rewards to the citizen for devoting time.
5. The administrator grants personal recognition for such community cooperation.
6. The administrator must bring about a realistic cooperative plan for running the schools based on the educational and professional ability of the school staff and the experience and special abilities of the community.
7. The administrator creates in community members a realistic respect for the competence of the schools and their personnel in accomplishing the educational goals.
8. The administrator must be accessible to the community so that community members can come to know the school and its personnel well.
9. A good administrative staff satisfies the operational needs of the teachers in as convenient a manner as possible with as little involvement by the teacher as possible.
10. The administrator gives teachers and staff a realistic picture of the actual importance and significance of their jobs.
11. The administrator allows the teacher and staff person to devote the appropriate amount of time to his job without unnecessary interuption
12. The administrator motivates teachers and staff to want to perform their jobs with optimal efficiency, to guide them sufficiently to help them obtain this competence and to allow them the opportunity to use their abilities on the job.
13. The administrator assures that teachers have a realistic picture of the actual importance and significance of teaching.
14. The administrator enables the teacher to know how to improve.
15. The administrator helps the teachers to like their school, job, and colleagues.
16. The administrator makes clear to the teachers how they can best help the school.

Task Effectiveness Criteria for a Successful Administrator

1. The principal has the ability to make sound, well-thought-through decisions about all problems facing the administrator.
2. The principal uses school resources optimally.
3. The principal demonstrates the ability to support and facilitate the teaching-learning activities through such procedures as budget balancing, upkeep of school plant, coordination of activities, dissemination of information and selection of personnel.
4. The principal demonstrates knowledge of school law, school finance, school building, history of education, and other subjects basic to good decision-making in educational administration.
5. The principal maintains open communication channels for the expression of opinion and feeling among school personnel.
6. The principal demonstrates openness to and encouragement of further training and innovation in education.
7. The administrator should anticipate, recognize, and state clearly the problems of the school system that must be solved in order to attain the objectives of the school.
8. The administrator must organize his school unit in such a way that problems are identified in sufficient time to mobilize the best forces available to solve the problem.
9. The administrator conscientiously gathers all available information relevant to solving the problem; he makes sure to hear all sides before making a decision.
10. The administrator, when confronted with a complaint, checks into the source of the assertion to determine its reliability.
11. The administrator is creative and imaginative in getting to the reasons behind problems.
12. The administrator is flexible in being able to accept many possible explanations or problems that arise in the school.
13. The administrator is creative in thinking of many approaches to solving a problem in addition to the usual methods which he knows well.
14. The administrator considers all possibilities before choosing one.
15. The administrator is aware of possible effects of his actions or others.
16. The administrator is well enough informed about the total school situation to be aware of all the implications of its actions.
17. The administrator knows the goals of the school and has a clear idea of which goals are more important than others--the hierarchy of educational values.
18. The administrator is able to communicate the goals and objectives of the school to the staff and the community
19. The administrator is not easily swayed by pressures that would interfere with accomplishing the goals of the school; he sticks with his convictions.
20. The administrator is not unduly rigid about adhering to his ideas if the reality of the situation suggests change.
21. The administrator's decisions are reasonable in not being overly conservative, safe nor unimaginative.
22. The administrator follows up his decisions to see if they worked so that he can profit from this knowledge.

23. The principal maintains an effective system of communication:

    a. teachers express their opinions and feelings freely
    b. staff members discuss their problems and concerns freely with each other
    c. staff members know how people feel about the school and its program
    d. there is good communication between the teachers and other members of the school staff
    e. teachers are kept informed as to how their work is evaluated
    f. the community and parents are kept aware of the accomplishments of the school and the students
    g. the staff has a good knowledge of the feelings and opinions of the children about the school
    h. teachers and parents feel free to make suggestions for improving the school
    i. teachers are kept informed of central office policy changes affecting the school

24. The principal provides a high level of educational leadership:

    a. there is constant evaluation of the total learning process
    b. experimentation and new approaches in instruction occur reasonably often
    c. the staff's attention is called to important and interesting articles or publications
    d. new ideas and information relating to education are regularly discussed
    e. high standards of academic achievement and learning are expected of the students
    f. information is regularly available on new teaching materials, aids, resources
    g. current events of significance and importance for the school are regularly discussed
    h. new developments in each subject area are called to the staff's attention
    i. released time is available for teachers to work on special projects or ideas designed to improve the school program

Myers, Mike; Phillips, David; and Nelson, John; "Head of the School, Three Speak," Special Education, Vol. 59, No. 1, pp. 6-9.

Competencies of the Principal/Performance Indicators

1. The head has the responsibility for general school organization
    a. should consciously plan an organization structure through consultation with staff
    b. should be a series of procedures which are meaningful for staff and children which give the maximum number of opportunities for democratic participation
    c. set up comprehensive staff meetings where routine school business is reported, school policy discussed and decided, child study forms an important part of the agenda

2. The principal should ensure a democratic not autocratic organization for staff meetings.

3. The principal should be a source of ideas feeding in suggestions and information.

4. The principal must welcome ideas and suggestions put forward by staff.

5. The principal sets forth the staff attitude toward learners.

6. The principal must recognize each staff member's right to a private life and, provided that there is no action prejudicial to a child's safety, he will not interfere.

7. The principal should ensure that there is some social grouping of children.

Newbold, K. R., A Description of North Carolina Principals on Selected Dimensions of Competence, Dissertation Abstracts, 1968, 28: 12A, 4857.

Eleven Dimensions of Competence

1. Intellectual Ability
2. Ability to Communicate
3. Judgement and the Ability to Make Decisions
4. Ability to Work with Others
5. Leadership Ability
6. Educational Philosophy
7. Dependability
8. Health
9. Content Background in Education and Administration
10. Teaching Experience
11. Content Background in Related Disciplines

Nickerson, N. C., "Status of Programs for Principals," National Association of Secondary School Principals, Vol. 56, No. 362, pp. 10-20.

Competencies of Principals

1. The secondary school principal should teach teachers how to conceptualize, plan, and implement change.
2. The secondary school principal should spend the greatest share of his on-the-job time working with teachers on the improvement of the instructional program.
3. The principal should be sensitive and have some human awareness training.
4. The principal should be well acquainted with the effects on children of the socio-economic milieu in which they spend their out of school time.
5. The principal should consider students a viable source of ideas for changing the instructional program.
6. The principal should be responsible for delegating authority to others for office tasks, such as bus scheduling, student discipline, building scheduling, and extra-curricular activity organization.
7. The principal should initiate regular contacts with groups of students to frankly assess the quality and relevance of the educational opportunity being provided by the school.
8. A major part of the principal's role should be active interaction with community groups, interpreting the school's program to them, and soliciting input from them.
9. The principal should delegate some supervision of teachers to Department Chairmen or subject matter consultants.
10. The principal should be a facilities manager.
11. The principal should consider the teachers a viable source of ideas for changes in the instructional program.
12. The principal should consider the students a viable source of ideas for changing policies and operating routines of the school, other than those directly related to the instructional program.
13. The principal should be well-versed and up-to-date in curriculum developments and instructional technology.

Noak, J. R., "Leadership Roles in the Elementary School," ERIC Research in Education. 1969, ED 047 397.

Item Classification System

A. Working within the profession

1. The principal visits area outside the school--e.g., other districts, professional meetings, educational material displays--to obtain new ideas for the building.
2. Informs staff members of professional growth activities; e.g., workshops, journal articles, university courses.
3. Participates in the local educational professional organization.

B. Working with the community

1. Works with parent in explaining the school's position when controversial issues develop.
2. Determines when the community may use school facilities.
3. Structures the school environment so effective teacher-parent conferences take place.
4. Helps to communicate to parents the importance of successful academic achievement in their children.
5. Fosters a cooperation atmosphere between staff members and the parents of the community.
6. Clarifies the school programs to the parents of the community.
7. Writes news reports and articles to improve school-community relations; e.g., district-wide and/or school publications.
8. Works with community-school oriented organizations; e.g., Parent-Teacher Organizations.
9. Maintains lines of communication with parents.

C. Working with central staff

1. attends board of education meetings and reports the proceedings to the staff members.
2. Plans and organizes with the superintendent the most effective means of passing a district referendum.
3. Works with specialists--e.g., social workers, psychologists, speech therapists, etc.--to plan more effective school programs for individual students.
4. Participates with the superintendent on district-wide planning and coordinating committees; e.g., educational advisory council, educational policy committee.
5. Suggests to the superintendent school-building budget allocations and priorities.
6. Represents the teaching faculty in collective bargaining negotiations.
7. Functions as a "liaison" with the superintendent for individual teacher grievances.
8. Recommends to the superintendent the necessity for employment of non-teaching personnel; lunchroom supervisor, clerical help, teacher aides.

Noak, J. R. (Cont.)

9. Helps determine qualifications for selection of a new building principal.
10. Explains to the superintendent why a given decision was made.
11. Creates a "climate" in which individual staff members are encouraged to try out new ideas.
12. Evaluates the work performance of individual teachers.
13. Orients new teachers to school policies, practices, and procedures.
14. Acts as a referee on a work-oriented problem; e.g., teacher conflict with parent, student, or other teacher.

D. Working with building personnel

1. Assigns teachers to their rooms, students, programs.
2. Coordinates school activities; e.g., programs, special services, extra-curricular activities.
3. Determines conditions of work; e.g., working hours, arrangement of sessions, free time.
4. Determines qualifications for selection of a new teacher.
5. Develops policies and procedures for the grade placement of students.
6. Writes administrative and/or supervisory bulletins.
7. Plans, writes, and implements federally sponsored programs for the school building.
8. Assigns non-teaching activities; e.g., school assemblies, money collections, special lectures.
9. Suggests means for improving the school's physical facilities; e.g., recommending furnishings for a classroom, helping to design an addition.
10. Determines working facilities; e.g., desk arrangement, location of blackboards, number of tackboards, etc.

E. Supervision

1. Suggests an instructional method to make a lesson more effective or remediates an individual pupil's learning problem.
2. Prepares, organizes, and implements school-wide curriculum innovations; e.g., sex education, Initial Teaching Alphabet, Afro-American history.
3. Modifies and adapts the district curriculum in terms of the school's individual needs.
4. Proposes, organizes, and implements in-service and/or teacher faculty meetings.
5. Proposes, organizes, and implements instructional innovations e.g., team teaching, learning centers, ungraded primaries.

Onofrio, John E., "The Public School Principal in Terms of Today's Leadership Expectations," ERIC Research in Education. 1968, ED 025 024.

Classic Dimensions of Highly Innovative Principals:

1. The principal clearly defines his role and lets his followers know what is to be expected.
2. The principal exhibits foresight and accurately predicts outcomes.
3. The principal speaks out and acts as a representative of his group.
4. The principal maintains a closely knit organization and resolves inter-member conflicts.
5. The principal uses persuasion and argument convincingly.
6. The principal regards the comfort, well being, status, and contribution of his followers.

Peebles, James M., "Formal Procedures for Evaluating Principals," ERIC Research in Education. 1973, ED 075 938.

Areas of Competence for Administrators

1. leadership
2. planning
3. follow through
4. organization
5. initiative
6. decision making
7. ability to motivate and develop
8. knowledge of competence in field and subject area
9. communication with administrator's staff, with administrator's supervisors, and with the public
10. human relations

Phillips, Herbert E., "Crucial Requirements of the Principalship in Georgia," Unpublished Doctoral Thesis, School of Education, University of Georgia, 1954.

A List of Critical Requirements for Principals in Rank Order

A. Personal Characteristics

1. assumes own responsibilities and blame
2. carries out his own duties, not allowing other jobs to interfere
3. never lets family or personal feelings influence actions or decisions on school matters
4. gives freely of own time and money to help other people and the school
5. never uses his position to his own advantage or profit; is honest
6. keeps his temper under control
7. keeps habits and morals above reproach
8. tells the truth; keeps promises
9. uses tact; is courteous
10. never boasts or takes credit not his
11. follows own instructions
12. displays punctuality
13. is consistent in actions and opinions
14. considers in advance reactions to his acts and statements
15. presides skillfully at all gatherings
16. never gossips or listens to gossip

B. Relations with the Staff

1. never criticizes or ridicules a staff member before other people
2. supports teachers in their delegated and rightful duties
3. works democratically with staff
4. treats staff members impartially
5. communicates effectively all information needed by staff members
6. gives teachers help, encouragement, and cooperation
7. handles dismissals in fair, dignified manner
8. respects and shows consideration for individual staff members
9. resolves individual differences among staff members
10. assists teachers to teach better
11. believes and supports teachers where there are differences with other persons or groups
12. allows teachers choice of actions
13. helps teachers reach an understanding with parents
14. does not interfere with teachers' lives except where necessary to best interests of the school
15. sees that staff members to their jobs
16. takes effective action on staff members who defy or criticize him
17. avoids placing staff members in embarrassing positions
18. never takes pupils from class or punishes pupils without consulting teacher in direct charge
19. secures and tries to keep best teachers possible
20. promotes faculty social affairs

21. delegates responsibilities to staff members
22. never admonishes all the staff for the misdeeds or mistakes of a few
23. handles matter of supply teachers well
24. learns about staff members and their feelings without resorting to unethical measures
25. handles cadet-teachers effectively
26. provides in-service training

C. Relations with Superiors

1. carries out the wishes of his superiors without protest
2. stands up to his superiors when necessary to the best interests of the school

D. Relations with the Pupils

1. takes effective actions on matters of discipline
2. shows genuine interest in and consideration for children as individuals and as part of a group
3. shows partiality to no pupil or group of pupils
4. helps pupils participate in governing themselves
5. uses group meetings to instruct or appeal to pupils
6. handles student protests and pressures effectively
7. learns about and keeps informed about pupils and their backgrounds
8. awards free lunches where there is a real need
9. never embarrasses a pupil by discouraging, ridiculing, or criticizing him before others
10. engages in and attends activities of the pupils
11. makes friends, not intimates, of the pupils
12. settles differences to which pupils are a part
13. uses good judgment in granting permissions for social activities

E. Relations with Parents and Community

1. becomes a real part of the community
2. meets the need for recreation at times other than school hours
3. organizes parent groups or helps those already in existence
4. coordinates school and community efforts to help the needy
5. resists detrimental community pressures
6. provides means whereby community can understand the school and its community
7. encourages community use of school facilities
8. provides means for personal contact between the school and the home
9. sponsors programs designed to bring parents into the school
10. calms irate parents
11. shows consideration for feelings of parents
12. assures school help and cooperation on all community projects and activities
13. aids in resolving community disputes
14. provides needed classes for adults
15. helps parents understand their children and their children's problems
16. keeps parents informed about their children on matters in addition to discipline

F. Administrative and Supervisory Duties

1. provides an improved and extended school program, both subjects and activities
2. operates school by securing advice and help of others
3. broadens school services; such as, lunchroom, guidance, audio-visual
4. takes effective action to promote health, sanitation, cleanliness
5. considers only the best interests of the child in matters of grade and room placement
6. promotes better school attendance
7. handles smoking problem effectively
8. provides proper supervision for pupils at all times they are the school's responsibility
9. holds effective faculty meetings
10. approves use of field trips, audio-visual, and other teaching aids
11. deviates from established rules, policies, or objectives only when best interests of all warrant
12. sees after the children's safety
13. takes a stand on school issues; for example, bonds and consolidation
14. considers classwork of primary importance
15. provides plans and organization for school programs, projects
16. maintains sensible athletic program
17. takes steps to protect the school in all situations
18. refuses to manipulate credits or order re-tests
19. stays on the job long enough and leaves someone in charge when he leaves
20. makes sensible and workable rules for operation of the school
21. realizes importance of well-planned assemblies
22. carries out out-of-ordinary tasks to satisfaction of all
23. cooperates with other schools and people on school matters
24. removes bad influences from the school and its activities
25. promotes better church and Sunday school attendance
26. provides the best possible arrangements for exceptional children
27. places teachers in situations in which they can teach best

G. Business and Clerical Duties

1. takes whatever steps are necessary to obtain needed equipment, supplies, buildings, materials
2. protects school property
3. accounts for money and makes such reports as will protect the school and himself
4. improves the beauty of buildings and grounds
5. takes effective action to relieve crowded conditions
6. performs personal services necessary to better utilization of existing facilities, materials
7. has existing facilities made more usable
8. shows good business judgment in handling school affairs
9. handles school store, concessions well
10. utilizes student help in office

Rasmussen, Gerald (ed.), Report of the Program Development Committee, Los Angeles: California State University, Department of School Administration and Supervision, May 1972.

SCHOOL ADMINISTRATOR COMPETENCIES

I. Human Values and Skills

A. Intra-personal. Demonstrates the ability

1. to live with the ambiguities of change and conflict, and
2. the inclination to study his own motivations and actions in their effect on others
3. as shown in the daily performance of his duties, to be a person who has respect for himself and for all others
4. to be a person who possesses trust in others as an operational expression of faith
5. to be a person who has the stamina to make tough decisions when necessary, and
6. willingness to pursue common goals, despite personal reservations regarding them
7. to make an honest attempt to evaluate himself, both objectively and realistically, and
8. disposition to listen as a sincere expression of his desire to understand
9. to be a student of himself, particularly in regard to personal values which shape his actions and decisions
10. to be a person who is deeply dedicated to serve the goals of education in whatever capacity he finds himself
11. to display emotional maturity, particularly in stress situations

B. Interpersonal. Demonstrates the ability to

1. develop an atmosphere conducive to personal development and goal achievement of students and staff
2. perform effectively both as a leader and a participant in group situations
3. involve relevant individuals and groups in decision-making processes and respects decisions so reached
4. develop an open climate in which differences of opinion can be voiced freely and without fear of recriminations
5. understand the behavior of people as individuals and groups based on the findings from the behavioral sciences
6. respect the feelings and values of those with whom he works
7. create interdependence among persons, particularly regarding goals and agreement on means of achieving them
8. motivate students and teachers to a high level of learning and teaching through his leadership capacity
9. develop operational policies and procedures which reflect a belief in collegial relationships, respecting the professional staff as professionals

II. Technical Skills

A. Planning and Purpose-setting. Demonstrates the ability to

1. develop population projections, interpret these projections, discover trends, and relate the information gained to goals and purposes of the school
2. plan, utilize, and operate facilities so that they best serve the instructional programs of the school
3. identify corrective needs consistent with the goals of the school, and also to help others in the identification for development of relevant curricula experience

B. Communication. Demonstrates the ability to

1. formulate both orally and in writing purposes, aims, and goals for the school which are clearly understood by all members of the school community
2. involve appropriate groups in the development of policy statements which are clear, concise, and acceptable to the school community
3. operate effectively in an environment of communication saturation, exercising expert judgment, ordering and selecting various communications with respect to their urgency
4. develop channels for immediate feedback at all levels of decision-making, and to develop an atmosphere of sincere willingness to receive and consider all communications
5. create a climate conducive to group involvement in effective problem solving
6. express ideas clearly, both orally and in writing
7. understand group dynamics, at least to the point of performing effectively as a participant and a leader in small-group situations
8. keep his mouth shut when appropriate and to listen actively
9. recognize the necessity for the informal organization and the role it can play in facilitating communications

C. Research. Demonstrates the ability to

1. find research appropriate to a problem and to utilize it effectively in seeking solutions to the problem
2. store and retrieve significant data and to utilize it in planning, problem-solving, decision-making and purpose-setting
3. gather data and to utilize research in assessing the overall health of the organization in order to improve the effectiveness of the organization

D. Decision-making. Demonstrates the ability to

1. apply tests of relevance, expertise, and jurisdiction in identifying and pursuing problems involving shared decision-making
2. develop models or paradigms for decision-making and to use them constructively
3. modify structural components in an organization to maximize effective decision-making
4. support operational decision with sufficient resources, commitment, and time to provide a reasonable base for evaluation.
5. apply professional and/or hierarchical concepts of decision-making as the situation warrants
6. seek information needed for decision-making and make it available to those who should have it
7. recognize that most of the crucial problems facing the schools are ill-structured and complex--avoid, therefore, simplistic and hurried solutions

E. Change Agentry. Demonstrates the ability

1. and inclination to seek change and improvement
2. to be aware of new developments on the growing edge of education
3. to understand the range of human motivational factors relating to change v. stability.
4. to assess orientation to change in a particular group
5. to utilize leadership skills in sharing control in decision-making and implementation processes
6. to evaluate and reassess the results of change

III. Knowledge, Theories, and Concepts

A. Social Forces Affecting Schools. Demonstrates the ability to

1. identify those social forces which have the potential to affect schools
2. determine which social forces are affecting schools and to determine how these forces interrelate
3. analyze the motives and operational techniques of the various social forces affecting schools
4. operate effectively with and to draw positive benefit from the various social forces affecting schools

B. Organizational Structure. Demonstrates the ability to

1. assess organizational structure needs of a system, subsystem, and/or component unit
2. develop appropriate organizational structure
3. develop operational policies and procedures for organizations
4. function effectively in an operational role within an organizational structure

C. Curriculum Design, Implementation, and Evaluation. Demonstrates the ability to

1. organize the administrative and teaching staff, together with interested laymen and experts
    a. for the identification and organization of curricular objectives in view of their implications for student behavior
    b. for the determination of best curriculum design and organization to accommodate experiences, activities, units of work, courses of study, study outlines, and other pertinent augmentations for the attainment of specified objectives
    c. for the establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curricular content and organization

2. organize professional staff to formulate plans concerned with the development of curriculum objectives
3. encourage lay and professional groups to promote clear understanding of student growth and development and the nature of the learning process
4. develop, with the staff, schedules consistent with the curriculum objectives, individual student programs, the efficient use of personnel and physical facilities, with emphasis on the desirability of the resulting arrangements from the viewpoint of effective instruction
5. provide requisite structure, organizational machinery, time, and means for adequate instruction
6. provide ways and means for continuous experimentation, for curriculum improvement, and for coordinate achievements by publicizing andhelping to focus attention on immediate goals and on implementation of agreements reached
7. clarify, coordinate, and summarize progress and disseminate information to all concerned groups or persons

D. Systems Analysis. Demonstrates the ability to

1. understand the basic tenets of systems analysis as it relates to public education
2. apply one systems analysis model (PPBS, PERT, etc.) to school administration
3. instruct others in the use of a systems analysis model in their discipline

E. Data Processing for Management Decisions and Effective Operations. Demonstrates the ability to

1. See II, C, 3

2. utilize a knowledge of the various ways that data processing can be effective in school administration
3. communicate educational ideas to computer programmers so that functional programs can be developed
4. be aware of the shortcomings and limitations of data processing in school administration
5. react and interpret data presented in a computer printout

F. Organization of Public Education in California. Demonstrates the ability to

1. understand and operationalize the historical development and current organizational structure of California's public education
2. explain the state-county-local organization of public education in California to patrons, staff members, and students
3. cooperate and develop productive working relationships with other components of the educational structure and related public and private organizations concerned about education
4. analyze changes in educational organization and to interpret these changes to staff and public

G. School Finance. Demonstrates the ability to

1. determine the role of school finance in the district's educational program
2. determine the sources of school revenue
3. assist with the preparation of the school budget
4. administer the capital outlay program and to supervise capital outlay needs
5. administer the school purchasing program
6. establish and supervise a system of accounting involving school money and property
7. determine school insurance needs and to establish an insurance program commensurate with the needs

H. School Law. Demonstrates the ability to

1. research sources of law as they relate to the operation of a school district
2. apply judicial interpretation of substantive law to school situations
3. keep school personnel, governing board, and pupils informed of legal changes in school operation and to operationalize these changes
4. provide the governing board with leadership essential to its operation

5. provide leadership in establishing rights, duties, and privileges of school personnel, pupils, and parents
6. provide leadership in establishing rights, duties, liabilities, and responsibilities of school personnel, pupils, and parents

I. Pupil Personnel. Demonstrates the ability to

1. institute and maintain a system of child accounting and attendance
2. institute measures for the orientation of pupils
3. provide for counseling services
4. provide for occupational information, placement, and follow-up services
5. utilize the resources of the community and other juvenile agencies in providing pupil personnel services
6. develop methods of dealing with pupil discipline
7. provide effective leadership in conferences involving parents and the school

J. Staff Personnel and Contract Negotiations. Demonstrates the ability to

1. provide for the recruitment of certificated and classified personnel
2. select and assign employees to their respective positions
3. develop an effective system of staff personnel records
4. provide for the formulation of employee personnel policies
5. conduct meaningful negotiations with employees
6. provide effective leadership in reaching agreement with employees
7. maintain effective communication with employees at different levels
8. develop and operationalize a system for evaluating school personnel

K. Materials, Resources, and Equipment for the Instructional Program. Demonstrates the ability to

1. organize the staff for the cooperative selection of materials and for their procurement, storage, allocation, and distribution
2. plan with the staff for the maximum use of materials and resources indigenuous to the environment
3. provide for periodic evaluation of materials and ways in which they are used
4. acquire knowledge of various types of teaching aids--visual equipment, audio equipment, resource units, educational trips, library and research materials, and environmental laboratories (schools and systems)

5. develop skill in locating, judging the appropriateness of and in scheduling the use and distribution of available equipment and materials

L. Physical Resources. Demonstrates the ability to

1. translate educational programs and needs into physical resources required for effective implementation
    a. to describe the relationships between physical resources and the educational program
    b. to list those physical resources which affect the educational program
2. present an organizational procedure to administer physical resources in a school and to give a rationale for that procedure
3. understand and describe those factors important to a building and grounds inspection
4. be conversant with recent and emergent developments in educational media and to explain the educational uses and values of each to the staff
5. participate effectively in considerations given to planning educational facilities

Redmond, J. F.; Elenbagen, Morton L.; and Gardner, Frank W.; "Certification of the Principal, One City's Experience," National Association of Secondary School Principals, Vol. 56, No. 362, pp. 88-94.

Areas of Principal Competencies

1. The school principal must possess leadership ability, including the ability to work with a team to create and carry out an effective educational program.
2. The principal serves as the catalyst in the introduction of new programs, and must be able to follow them through to fruitation.
3. The principal must be aware of the community's needs.
4. The principal must be knowledgeable about curriculum development and must know how to involve staff and community in developing the new curriculum.
5. The principal must be aware of the developmental stages of pupils and the effect they have upon academic programs.

Schilson, Donald L., "The Elementary Principal: Selection and Training," School Board Journal, Vol. 44, April 1965, p. 66.

Essential personal and professional qualities of a principal:

1. expresses mature judgement
2. possesses ability to work well with others
3. has leadership ability
4. above average intellectual ability
5. ability to communicate effectively
6. sound health or the physical stamina and ability to stand up under varied pressures and demands
7. dependability
8. ability to express a philosophy of education that will provide a framework in which the principles of American Democracy shall be perpetuated in the school experiences of every child
9. academic qualifications for a teaching certificate
10. compassion for and understanding of children in their various stages of growth and development
11. the capability to conceive and foster creativity in working with children and adult colleagues

Small, James F., "The Role of the School Principal in Initiating and Responding to Social Change," Performance Objectives for Innovating Principals: Concepts and Instruments. Atlanta: Joint UCEA and Atlanta Public Schools Project, working papers, n.d., pp. 1-59.

Sample Criteria for Rating of Principal Performance

Face to face questioning, following up on questionnaire data, could give the team an opportunity to attempt to get a clear impression of the kinds of qualities in a principal which can best be estimated by inference from flexible questioning rather than from a written question. They might be able to rate the principal utilizing a number of criteria:

1. Awareness of critical factors determining his own role:

   a. How well does the principal appear to sort out the multiple roles and loyalties which place conflicting demands upon him in change situations? Is he able to balance his obligations to respond to the needs of students, teachers, parents, etc.?

   b. How well does the principal distinguish his personal opinions and feelings from his professional posture? Is he capable of functioning objectively in situations where his personal convictions differ from his professional obligations?

   c. How capable is the principal of developing criteria for conscious decisions as to the appropriate posture to make? Does he tend to respond unconsciously or automatically or is he able to develop a planned strategy?

   d. How aware is the principal of the factors influencing his perception of the various motives which lead individuals or groups to advocate change? Does he tend to stereotype groups or over-individualize his interpretations of the motivation for change?

2. Diagnostic Skills:

   a. How well can the principal differentiate dynamics which eminate from different sources:

      1. intrapsychic dynamics
      2. group dynamics
      3. interpersonal dynamics
      4. interface dynamics
      5. intergroup dynamics
      6. social system dynamics

Does the principal treat all conflicts between black and white students as racial conflicts? On the other hand, does he consistently seek to portray all such conflicts as personal and not racial? Can he differentiate whether disruptive behavior is related to (1) serving the individual's need for attention, (2) the individual's expression of the group's feelings, (3) a personal conflict between students, (4) a conflict between racial, ethnic, or religious groups, (5) a function of parental or community influence on the child? Can he help teachers base their responses to problem situations on diagnosis rather than assumption

b. What methods for checking out his diagnosis of the change situation has the principal developed? Can he generate and test out multiple hypotheses regarding the dynamics of the situation?

3. Effective Action:

   a. Can the principal generate alternative interventions for handling change situations?

   b. Can he develop criteria for distinguishing which intervention is most appropriate?

   c. Can he act effectively to influence situations?

   d. How effectively does he create the context in which change can be handled appropriately by the constituencies involved?

   e. Can the principal develop strategies for the nature and timing of his interventions which take into account the forces driving for and restraining change and the current status of the change equilibrium? Does he know when to push for change and when to work on reducing resistance?[1]

4. Effective efforts of at influencing the change climate:

   a. Has he made efforts to establish a climate in which teachers, students, etc., feel free to be open about problems or do most people feel that they must keep problems out of the principal's view?

   b. Is there a climate in the school which legitimizes differing points of view about change? What model does the principal's behavior provide? Is he seen as (a) always anxious to change? (b) always anxious to preserve the status quo? (c) wishy-washy? Is he able to play the kind of professional role which does not encourage faculty, students, and parents to see him as acting out of ideology and therefore puts him into a position in which his leadership may be acceptable opposing ideological factions?

5. Establishment of mechanisms for change:

   a. Has the principal helped to establish mechanisms for change and for continual re-evaluation of the need for change?

   b. Has the principal involved those who would have to implement significant changes in behavior in the planning or decision making regarding the changes?

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[1] See Change Does Not Have to be Haphazard, Benne, Kenneth D. and Birnbaum, Max, The School Review, Vol. 68, No. 3, 1960.

Small, James F. (Cont.)

c. Has the principal created mechanisms for involvement of constituent groups in the change process which ensure true representation? Are those involved, persons who are seen as leaders by the major components of the groups they represent?

Note: In comparing data from principal and faculty, the team may then be in a position to rate the principal in terms of the degree of effort he has put into establishing the kind of climate in which change issues can be handled effectively and establishing the necessary mechanisms for change. It can also estimate the degree of success his efforts have met and the factors involved in bringing about success or failure, e.g. faculty apathy or enthusiasm; the model set by the principal as tending to help bridge differences or adding to divisiveness, understanding or misperception of the motives of the principal by the faculty or students or vice versa, etc.

Southern State Cooperative Program in Educational Administration: Better Teaching in School Administration. Nashville, Tennessee: McGuiddy Printing Co., 1955, pp. 124-177.

THE SSCPEA COMPETENCY PATTERN IN EDUCATIONAL ADMINISTRATION

I. Critical Task Area: Instruction and Curriculum Development

1. Provide for the formulation of curriculum objectives
    - a. Organize selected members of the professional staff to formulate plans concerned with the development of curriculum objectives
    - b. Arrange for the participation of lay and professional people in activities which will enable them to understand the culture in which the school is located as well as its broader national and world setting
    - c. Organize lay and professional groups to promote clear understanding of child growth and development and the nature of the learning process
    - d. Organize the administrative and teaching staff, together with interested laymen and experts, for the identification and organization of objectives in view of their implications for behavior on the part of the pupils
    - e. Collect and make available to instructional staff and others materials and information which are needed, including college entrance requirements and state regulations
    - f. Make certain that time and organizational machinery and means are provided
    - g. Summarize and coordinate progress in the clarification of objectives and disseminate information to all concerned
    - h. Provide an opportunity for lay and professional groups periodically to re-examine the objectives
2. Provides for the determination of curriculum content and organization
    - a. Organize the administrative and teaching staff, together with interested laymen and experts, for the formulation of learning experiences and patterns which will induce desirable kinds of behavior in line with objectives (experiences, activities, units of work, courses of study, etc.)
    - b. Organize the administrative and teaching staff, together with interested laymen and experts, for the determination of best curriculum design and organization to accommodate experiences described above in separate elementary and secondary areas, broad fields, all grades, activity programs, core curricula, small versus large blocks of time, selection of areas and courses within areas
    - c. Organize administrative and teaching staff, together with interested laymen and experts, for the establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curriculum content and organization

   d. Arrange ways and means for continuous experimentation and curriculum improvement and coordinate achievements by publicizing and helping to keep attention focused on immediate goals and on the implementation of agreements reached

3. Relates the desired curriculum to available time, physical facilities, and personnel

   a. Involve the staff in interpreting the curriculum by developing a tentative schedule which shows the various activities in relation to place, time, and staff
   b. Make arrangements for parents and pupils to become fully acquainted with the curricular offerings of the system
   c. Make available a place, time, and staff for students to express their preferences for school work in the form of a schedule
   d. Obtain from advisors statements of pupil demands expressed in number and kinds of activities, courses, etc.
   e. Develop with the professional staff a revised schedule consistent with the curriculum objectives, individual pupil programs, the efficient use of the staff and physical facilities, and the desirability of the resulting arrangements from the viewpoint of effective instruction

4. Provides materials, resources, and equipment for the instructional program

   a. Organize the staff for the cooperative selection of materials and for their procurement, storage, allocation, distribution, and perpetual inventory
   b. Plan with the staff for the maximum use of materials and resources indigenous to the environment
   c. Provide for periodic evaluation of materials and ways in which they are used

5. Provides for the supervision of instruction

   a. Select a well trained supervisory staff which is commensurate with the needs of the school system
   b. Provide an opportunity for the teaching staff to understand the nature and value of instructional supervision
   c. Establish opportunities for the supervisory staff and teaching staff cooperatively to determine definite working arrangements and relationships
   d. Assist teachers and supervisors to plan, implement, and evaluate measures for instructional improvement and provisions for professional growth of the staff

6. Provides for in-service education of instructional personnel

   a. Make provision for a meeting of professional staff to determine in-service educational needs

   b. Assist in the formulation of a planning committee to design needed projects (extension courses, workshops, intervisitation, etc.)
   c. Implement the projects called for by providing time, space, materials, and resource personnel
   d. Arrange for the interpreting of the in-service program or projects to other professional people and laymen

II. Critical Task Area: Pupil Personnel

1. Initiates and maintains a system of child accounting and attendance

   a. Establish and operate a continuing school consensus
   b. Determine the geographical distribution of children and predict geographical shifts in population of children
   c. Provide for recording all information concerning children accumulative file (sic)
   d. Develop with the professional staff procedures for dealing with attendance and enrollment problems
   e. Analyze and interpret age-grade distributions in terms of educational needs

2. Institutes measures for the orientation of pupils

   a. Establish with the staff pre-school clinics
   b. Provide orientation days to familiarize pupils with the buildings, offerings of the school, the professional staff, etc.
   c. Make provision for giving information to pupils and parents, concerning the program and the activities of the school
   d. Encourage orientation activities in homerooms and regular classes

3. Provides counseling services

   a. Make arrangements to obtain adequate counseling services (staff, material, equipment, and facilities)
   b. Provide an orientation of the professional staff to counseling services of the school system
   c. Arrange for consultant services to be used in the counseling program
   d. Arrange for parent contacts and the use of related services in universities and colleges, public health departments, other educational institutions, private counseling clinics, public employment agencies, etc.
   e. Provide for counselors or other advisors to work out tentative class schedules with individual students

4. Provides health services

   a. Form or utilize an existing health council or advisory committee (representing the schools, health department, other official or voluntary health agencies, medical and dental societies, parent groups, etc.) to plan and propose health services policies

   b. Establish with the board of education medically and socially sound policies concerning the health of pupils
   c. Acquire (by employing or by cooperative arrangement with the health department) competent medical, dental, and nursing staffing capable of furnishing those health services designated in school policy
   d. Make arrangements with the professional staff to obtain physical facilities, technical and clerical assistants, and operational equipment and supplies
   e. Develop a plan to interpret to the pupils, counselors, teachers, and parents, the recommendations of physicians, clinicians, dentists, and others
   f. Make provisions to utilize the staff for developing and maintaining a healthy sanitary environment for instructional and other school activities
   g. Make provisions with the teaching and medical staff for the identification, functions, responsibilities, and role-limitations involved in proper handling of injuries or illnesses occurring during school hours
   h. Provide for periodic assessments of school health services in view of established school board policies and the recommendations of health authorities

5. Provides for individual inventory service

   a. Organize and operate a definite, planned program of individual and group testing (educational, psychological, etc.)
   b. Provide for the effective use of other techniques of individual analysis (anecdotal records, school achievement, autobiographies, socio-metric devices, rating scales, pupil questionnaires, teacher observation of appearance and behavior, screening tests for vision and hearing, medical histories, physical and dental examinations, etc.)
   c. Establish and operate an efficient system of individual cumulative records
   d. Arrange for the understanding and proper use of the inventory by both the professional staff and the pupil

6. Provides occupational and educational information services

   a. Make provision for contacts with public and private employment agencies and other sources of occupational and educational information
   b. Arrange for systematic collection and filing of up to date occupational and educational information
   c. Make provisions whereby informational services can be available to teachers and pupils
   d. Provide for adequate interpretation of information made available through the information services

7. Provides placement and follow-up services for pupils

   a. Make provisions for determining employment and continuing educational needs of the pupils in the school system

b. Organize a staff and provide facilities for acquiring and making available to pupils information concerning placement
c. Provide for periodic and systematic follow-up of school leavers (drop-outs and graduates)
d. Assist the staff in organizing and interpreting follow-up data for use in curriculum development

8. Arranges systematic procedures for the continual assessment and interpretation of pupil growth (social behavior, academic progress, physical and emotional development, etc.)

   a. Determine with the staff and lay representatives the kind of pupil appraisal needed and how it would be used
   b. Develop with the staff and lay representatives complete plans (forms, procedures, etc.) for pupil appraisal and reporting
   c. Arrange for the plans for pupil appraisal and reporting to be implemented by the staff (develop appropriate forms, explain procedures, provide time, etc.)
   d. Determine with the staff and lay representatives the value of the plan of appraisal and reporting to pupils, teachers, and parents

9. Establishes means of dealing with pupil irregularities (critical disciplinary problems, truancy, etc.)

   a. Develop with the professional staff and board of education policies for handling various types of pupil irregularities
   b. Arrange for consideration by the professional staff of the types of pupil irregularities which occur and their implications for the educational program being offered
   c. Arrange with the professional staff opportunities for discussion of policies and procedures in reference to the handling of all types of pupil irregularities
   d. Provide for the analysis of conditions in the community which produce pupil irregularities and make arrangements with local agencies to remedy or work toward the improvement of such conditions

10. Develops and coordinates pupil activity programs

   a. Provide a clearing house (designate staff, facilities, and location) for the pupil activity program
   b. Provide for the dissemination of information concerning a variety of staff and pupil activities in the form of announcements and calendars, etc.
   c. Provide a means of relating the composite picture of pupil activities to educational objectives of the school system

III. Critical Task Area: Community-School Leadership

1. Helps provide an opportunity for a community to recognize its composition (formal and informal groups, population characteristics, socio-economic trends, economic base, power structure) and understand its present social policy (directions, beliefs, aims, objectives, operating procedures)

    a. Work with lay and professional groups on community-wide problems
    b. Assist community groups to examine the working relationships which exist in the community
    c. Assist community groups to characterize their social policy as represented by ways of working and decisions reached

2. Assists a community to identify its potential for improvement through the use of natural and human resources (climate, topography, number of people, channels of communication, social agencies, institutions, values, and beliefs)

    a. Work with lay and professional groups on community-wide problems
    b. Assist lay and professional groups to use people who have not been involved in community activities
    c. Improve the quality of working relationships in the community
    d. Contribute a knowledge of human and national resources

3. Determines the educational services (including curriculum, teacher activities, etc.) the school renders and how such services are conditioned by community forces

    a. Stimulate lay and professional people to identify the educational needs and problems which exist in the community
    b. Work with professional and lay groups to determine concepts of the role of the school, the educational program, and the entire school staff
    c. Assist lay and professional people to determine the present and future adequacy of the school program, with regard to the community which the school serves
    d. Determine with lay and professional groups how community traditions, mores, value patterns, concepts of role, affect the school program
    e. Report and interpret the data collected by lay and professional people in terms of services rendered by the school, how these services are affected by various community forces, and services which will be needed in the future

4. Helps to develop and implement plans for the improvement of community life (amelioration of race tensions, improving equal opportunities, reducing delinquency, better recreational facilities, etc.)

    a. Suggest ways in which community agencies could be used to improve their community
    b. Participate on invitation in the evaluation of other community agencies
    c. Work with other agencies on request in analyzing their present

purposes, procedures, and services in view of total community involvement
- d. Assist the community to relate its plans and objectives to democratic values
- e. Assist the community to relate its procedures in solving community problems or in attempting to accomplish community goals to democratic processes

5. Determines and renders services which the school can best provide in community improvement with and through the cooperation of other agencies

    - a. Invite lay and professional groups to re-examine the present services of schools in view of the total community action program
    - b. Identify with the assistance of the staff and interested laymen the contribution which the school can make to community improvement
    - c. Determine public expectancy and understanding of the school's present and potential role in community development
    - d. Project, as a professional school group, the services which the school is in a position to render
    - e. Propose to other agencies and groups the projected program of educational services
    - f. Modify the school's proposal (if necessary) in light of other group proposals
    - g. Shape up, and agree upon agency and group responsibilities for community improvement

6. Makes possible the continual re-examination of accepted plans and policies for community improvement with particular reference to the services which the schools are rendering

    - a. Assist lay and professional groups to recognize the function of evaluation in reference to achieving and redirecting community improvements
    - b. Cooperate with community agencies in a continuous evaluation of progress toward community improvement

IV. Critical Task Area: Staff Personnel

1. Provides for the formulation of staff personnel policies

    - a. Organize the staff to study its needs and problems
    - b. Accumulate, organize, and record with the staff information which is needed as a basis for the formulation of staff personnel policies
    - c. Develop statements which represent needed personnel policies for consideration by the board
    - d. Assist the school board perform its function of establishing satisfactory personnel policies
    - e. Provide the board of education and staff representatives opportunities for periodic, cooperative evaluation of personnel policies

2. Provides for the recruitment of staff personnel
    a. Obtain from training institutions and employment agencies information about prospective teachers, supervisors, and non-professional personnel
    b. Maintain a record of prospective staff personnel according to job specifications (teaching positions, maintenance requirements, custodial services, etc.)
    c. Develop recruitment materials (brochures, tracts, etc.) to stimulate the interest of capable people in the profession of education and in affiliating with the system
    d. Identify prospective employees through professional contacts
    e. Provide prospective employees basic information essential to making personal decisions relative to acceptance of employment

3. Selects and assigns staff personnel
    a. Determine job openings and personnel requirements
    b. Identify potentially qualified applicants for each job opening
    c. Collect all pertinent information concerning each applicant
    d. Analyze each applicant's qualifications in terms of job requirements
    e. Arrange contact with and orientation of applicants with possible co-workers
    f. Formulate and present recommendations to the board of education
    g. Formulate with the board and interpret to the employee specific employment agreements which are consistent with personnel policies
    h. Provide for the assignment (or reassignment) of staff personnel in view of the professional aspirations of the employee, the opinions of co-workers, job requirements of the school system, and personnel policies

4. Promotes the general welfare of the staff (tenure, retirement, insurance, sick leave, living conditions, morale, etc.)
    a. Organize the staff to determine desired provisions relating to their personal and professional welfare
    b. Supply the staff with information concerning possible personnel benefits within the existing school system
    c. Present staff recommendations to the board for possible policy formulation or revision
    d. Set up procedures for implementing policies concerning personnel welfare
    e. Re-examine periodically with the staff and the board of education the value and execution of staff welfare provisions

5. Develops a system of staff personnel records
    a. Determine the amounts and kinds of information about employees needed to execute personnel policies (length of service, certification status, previous experience, job performance, etc.,. Set up procedures and staff organization for the continuous collection of pertinent staff personnel data
    b. Develop a system of cumulative personnel records and provide for the continuous flow of information into the records

c. Develop specific provisions for the supervision and use of personnel information contained in the records

6. Stimulates and provides opportunities for professional growth of staff personnel

   a. Work with the staff to stimulate a desire for professional growth and to identify professional needs
   b. Arrange with the staff the kinds of programs which they desire to improve themselves professionally (in-service programs, workshops, short courses, demonstrations, inter-visitation, professional meetings, summer sessions, etc.)
   c. Assist in making arrangements (leaves of absence, salary increments, promotions, etc.) and providing resources (consultants, materials, etc.) for various improvement programs
   d. Arrange for taking advantage of all outcomes from professional improvement programs

V. Critical Task Area: School Plant

1. Determines the physical plant needs of the community and the resources which can be marshalled to meet those needs

   a. Assist community groups to recognize the need for safe, sanitary, pleasant, functional, and efficient school plants to serve as home and operational center for the community program of education
   b. Lead staff and public to know the community through observation and interviews, study of records and analysis of data which will reveal both human and natural resources
   c. Organize a detailed study of school population through the use of data through community agencies such as public utilities, local and state planning bodies, Health Department, real estate boards, zoning boards, the Chamber of Commerce, merchant's associations, PTA, etc.
   d. Lead staff and community in organizing for the collection of data such as complete census of school and pre-school population
   e. Establish organization for continuing the study of pre-school population
   f. Organize detailed studies and evaluations of existing school plant facilities through visitation and consultation with people who use the facilities, the use of appropriate instruments for determining quality and quantity of available facilities, the objective analysis of existing facilities in the light of the educational program, and use of special consultants as needed to aid staff and community in study (architects, engineers, school plant specialists, and others)

2. Develops a comprehensive plan for the orderly growth and improvement of school plant facilities

   a. Provide opportunity for staff and interested laymen to review data from detailed study and evaluation of existing facilities and to determine which educational needs are being met or can be met by existing facilities

- b. Prepare specifications of school plant needs in terms of the estimated school age population and proposed program of education
- c. Assist the staff and community to study the entire financial picture (tax structure, assessed valuation, levies, etc.) to determine the availability of funds for school plant construction
- d. Formulate a comprehensive plan which will house the educational program needed to meet future community demands
- e. Lead the staff and community in organizing for continual reexamination of the comprehensive plan in the light of the developing community and the developing program of education

3. Initiates and implements plans for the orderly growth and improvement of school plant facilities

   - a. Present to the board of education and recommend the adoption of completed plans and specifications for alterations and renovations of existing plant facilities and the construction of new facilities which have been approved by the necessary governmental agencies and various lay and professional groups
   - b. Present to the board of education detailed plans for financing the desired alterations, renovations, and new facilities
   - c. Recommend to the board of education the employment of a competent school architectural staff
   - d. Present and interpret to the selected architect the educational specifications which form the basis for the physical facilities
   - e. Evaluate the preliminary plans of the architect with the educational staff, board members, and community representatives
   - f. Oversee actual construction, approving payments and minor changes in plans with the consent of the architect
   - g. Approve the completed facilities in cooperation with the educational staff, board of education, and community groups
   - h. Procure furniture and equipment with the assistance of the educational staff, board of education, and community groups
   - i. Assist staff and community to understand that the purpose of the school plant is to serve the educational program
   - j. Recommend to the board of education contracts to be awarded in accordance with accepted practices

4. Develops an efficient program of operation and maintenance of the physical plant

   - a. Survey with representative maintenance staff the physical plant to determine its maintenance and operational needs
   - b. Acquaint the board of education in the community with the need for an efficient and economical program of maintenance and operation
   - c. Establish with the assistance of staff representatives a continuing schedule of maintenance operations (i.e., cleaning and painting schedules, roof inspection, etc.)

- d. Develop with the people concerned and recommend to the board of education policies which will govern maintenance and operational procedures and the employment of approved maintenance personnel (policies should include statement of responsibility for supervision of custodians, working hours, wage scales, employment practices and standards, community use of school plant, etc.)
- e. Set up with the staff a system for training personnel working in school maintenance
- f. Provide for the procurement, storage, distribution, use, and evaluation of materials and supplies
- g. Make provision for periodic appraisal and the maintenance program with those involved and initiate needed improvements in maintenance
- h. Assist professional staff in relating maintenance to the daily work of pupils and educational staff
- i. Set up an efficient method of cost accounting for maintenance (This may be a part of a total system of cost accounting.)

VI. Critical Task Area: School Transportation

1. Determines school transportation needs and conditions (roads, location of schools, etc.) under which transportation services must be rendered

   - a. Prepare and maintain maps on roads in the school districts, showing points to be served and conditions of roads at all times
   - b. Develop forms and check lists in order to collect information and keep it up to date
   - c. Maintain cooperative working relationships with road officials, state department of education officials, district school principals, local school and civic groups and interested individuals
   - d. Organize opportunities for the interests of patrons to be considered in the development of transportation schedules

2. Procures equipment and supplies through approved methods of purchase and contract

   - a. Identify the number and kinds of transportation units needed in terms of pupils to be transported
   - b. Translate needed transportation services into number and kinds of busses
   - c. Make arrangements for financing the transportation needs
   - d. Work with the board of education in following through normal purchasing procedures, such as announcements of bids, selection of bids, etc.
   - e. Execute the business transaction of actually purchasing and receiving the needed transportation units
   - f. Seek the advice and approval of the transportation consultant prior to the conclusion of the business agreement in order to see that specifications have been met

3. Organizes and provides an efficient system of school transportation maintenance

   - a. Make provision for necessary transportation shops and equipment

which is needed to repair and renovate school busses
- b. Acquire and organize a crew of mechanics who demonstrate their ability to make basic repairs on transportation equipment
- c. Provide a stockroom or warehouse of repair items so that maintenance can be conducted without delay
- d. Initiate a system of "preventive" maintenance as well as system of "repair" maintenance

4. Provides for the safety of pupils, personnel, and equipment

    - a. Provide instruction and training of personnel and pupils in safety
    - b. Institute a program of inspection of transportation equipment and performance
    - c. Formulate with community representatives and transportation personnel a system of rules and regulations in accordance with national, state and local policies
    - d. Provide materials which make personnel and pupils safety-conscious

5. Develops an understanding and use of the legal provisions under which the transportation system operates

    - a. Obtain all the legal provisions under which the transportation system operates
    - b. Distribute written information concerning legal provisions to personnel involved
    - c. Provide opportunities for personnel to raise questions concerning their understanding of these legal provisions
    - d. Enforce legal provisions concerning school transportation as they affect equipment and personnel in the system

VII. Critical Task Area: Organization and Structure

1. Establishes working relationships with local, state, and federal agencies to provide services needed by the school system

    - a. Identify and assess features of the programs of governmental agencies that may be utilized by or may affect the local school program
    - b. Identify and interpret desirable services from government agencies with emphasis on their relationship to the total school program
    - c. Establish sufficient organization and facilities to utilize properly all services available
    - d. Share cooperatively with these agencies the identification of needs, definition of purpose, and development of plans for needed services
    - e. Evaluate the effects of the various services in terms of the total educational program and appraise also the arrangements by or through which the services are made available to the school system
    - f. Make appropriate reports to local, state, and federal agencies

2. Works with the board of education in the formulation of public school policy and plans

    a. Assist all board members to gain a clear concept of their role in the program of public education, including their responsibility for public formulation and their relationship to the administration of public education
    b. Assist board members in representing the entire school system
    c. Assist new members of the board to become better acquainted with their duties, responsibilities, and opportunities for performing commendable and worthwhile services for the educational welfare of the administrative unit
    d. Promote a continuing effective in-service training program for board members
    e. Provide information about the school program its needs, its progress, and the possible alternatives for consideration by board members, with ample opportunities for further exploration, understanding, and reaction
    f. Promote effective two-way communication channels among the board members, the superintendent, the staff, school personnel, and lay citizens regarding various phases of the educational program
    g. Review periodically with the board the division of responsibilities and duties in order to maintain effective working relationships
    h. Interpret and implement the policies of the school board to the school personnel and the lay public

3. Designates appropriate operational units within the school system

    a. Collect various data which are basic to the organization of a school system (school-age population, educational program and nature of the desired educational program, location of existing school plants, etc.)
    b. Develop with staff collaboration a plan for the organization of the school system into appropriate operational units
    c. Present the plan to the board of education for their review and approval
    d. Organize the professional staff for initiating the proposed school organization

4. Develops a staff organization as a means of implementing the educational objectives of the school program

    a. Analyze with the professional staff the educational program in order to determine those services which should be rendered
    b. Identify with the professional staff the total responsibilities and total amounts of services needed and group them into functional job areas
    c. Define the functions of each position and its relation to other areas of function
    d. Make available to all persons concerned an agreed upon statement of policy governing the organization of the school system, indicating the divisions of responsibility and authority, channels of communication, and procedures that are to be followed

   e. Maintain continued, cooperative evaluation of the organizational structure in terms of its value to the educational program

5. Organizes lay and professional groups for participation in educational planning and other educational activities

   a. Create an opportunity for lay and professional people to come together in the interest of a program of education
   b. Assist the groups to identify purposes which they desire to pursue and to organize in terms of their purposes
   c. Help such groups to clarify and understand their relationships to official boards
   d. Relate the work of groups to existing educational programs and agencies
   e. Assist groups to identify the sources which they need to pursue their purposes and make a contribution to the educational program

VIII. Critical Task Area: School Finance and Business Management

1. Organizes the business staff

   a. Determine with the board of education policies to govern the administration of business affairs in accordance with legal requirements and best practices
   b. Determine the number and kinds of positions to be filled
   c. Select staff members and delegate duties and responsibilities to each
   d. Coordinate and supervise the activities of the organization

2. Determines sources of school revenues

   a. Work with the board of education, professional staff, and community in determining the educational needs and opportunities of the school system
   b. Translate the educational needs of the community into appropriate financial requirements
   c. Determine the amount to be raised from each possible source of revenue
   d. Make all necessary arrangements to insure that the full amount of revenue is received from each source

3. Formulates a salary schedule

   a. Organize committees for study of the salary schedule
   b. Give advice directly to the committees and the board of education on the ability of the community to pay, present and prospective cost of various provisions in a salary schedule, educational implications of the various provisions, and means of insuring the acceptance of the schedule
   c. Make reports of the committees the basis of a recommendation to the board of education for a salary schedule

4. Prepares the school budget
    - a. Secure continuous study by staff and citizens of educational objectives and the needs of the community
    - b. Translate the educational program which is needed into cost and determine priority in terms of the objectives of the schools
    - c. Determine what the community can and will support
    - d. Construct a budget with expenditures by function and revenues by sources
    - e. Present the budget to the board of education for adoption and, if necessary, to other authorities for approval and for tax-levying purposes

5. Administers capital outlay and debt service
    - a. Determine with the board of education the funds necessary for capital outlay needs
    - b. Determine with the board the methods of obtaining capital outlay funds
    - c. Determine with the board the funds necessary for debt service
    - d. Determine for the board of education the legal requirements for each--capital outlay and debt services

6. Administers school purchasing
    - a. Determine with the staff and board of education the policies and procedures governing purchasing
    - b. Develop suitable forms for the administration of purchasing
    - c. Select and supervise the purchasing staff in view of duties and responsibilities connected with purchasing

7. Accounts for school monies
    - a. Set up a system of accounting in accordance with standard practice and with particular reference to legal requirements
    - b. Supervise the accounting of public funds and quasi-public funds
    - c. Report to proper state and local authorities and to the people of the community at appropriate times
    - d. Recommend to the board of education for their adoption proper procedures for auditing and bonding

8. Accounts for school property (buildings, equipment, busses, etc.)
    - a. Make and keep a continuing property inventory
    - b. Provide for the proper storage and safeguarding of school property records, such as: deeds, insurance policies, building plans, contracts, etc.
    - c. Supervise all school property
    - d. Make periodical reports of status of the school property to the board of education and to the people of the community

9. Provides for a school insurance program

    a. Determine as fully as possible the insurance needs of the system
    b. Determine the types and kinds of insurance suitable for the system within the existing legal framework
    c. Make necessary arrangements to obtain adequate coverage
    d. Translate the insurance needs into appropriate financial requirements

10. Provides a system of internal accounting

    a. Determine the various sources of school funds
    b. Work out with the board of education policies governing the handling of internal accounts
    c. Set up various types of forms to be used in accounting for school funds
    d. Delegate responsibilities for carrying out policies governing internal accounting to appropriate persons

Sprowles, Lee; Smith, Doyne M.; and Kenney, James B.; *The Principal's Profile* (Sec. Ed.), Athens: University of Georgia, College of Education, June, 1966, pp. 20-25.

Area "A" - Carrying Out the Role of Democratic Leadership

The Principal:

1. Leads individuals and groups in arriving at decisions on the basis of factual analysis and interpretation of data.
2. Is effective in leading individuals and groups in discovering educational problems which must be solved.
3. Works toward common understanding of the school's objectives and their relation to problems which the principal, staff, and others concerned have jointly set out to solve.
4. Helps to clarify thought by well-timed key questions.
5. Encourages and makes possible professional improvement on the part of staff members.
6. Reflects credit on the school as he or she works professionally with other principals.
7. Recommends policies to superintendent and board which will encourage professional growth among teachers.
8. Establishes sufficient facts to warrant any proposed change.
9. Times changes and improvements to correspond with the growth and educational thinking of the community.
10. Plans a reasonable and practical program of improvement that can be carried through to successful completion in a definite period of time.
11. Maintains emotional stability in all situations.
12. Is well-adjusted in home and community life.
13. Is a good listener.
14. Defends the school and its personnel against unwarranted criticism.
15. Accepts actions of individual staff members as being the responsibility of the school.
16. Applies good techniques of public speaking.
17. Is a good conversationalist.
18. Is able to express ideas so clearly that there is little chance of being misunderstood or misinterpreted.
19. Shows proficiency in the expenditure of time on necessary unscheduled activities &such as visits by salesmen).
20. Provides time-saving equipment for school offices.
21. Organizes the school program and delegates responsibility so as to free self from a multiplicity of routine administrative tasks.
22. Works with community organizations in promoting programs and satisfying the needs of the students and community.
23. Lends the aid and influence of the school in the promotion of deserving community projects.

Area "B" - Working Effectively with School Personnel

The Principal:

24. Promotes recognition and discussion of state problems as they relate to education.
25. Promotes recognition and discussion of local problems as they relate to education.

Sprowles, Lee; Smith, Doyne M.; and Kenney, James B. (Cont.)

26. Promotes recognition and discussion of national and international problems as they relate to education.
27. Furnishes job applicants with information pertinent to the position.
28. Makes recommendations for the employment of personnel to the superintendent of schools on the basis of their ability fo fulfill needs made evident by careful job analysis.
29. Provides for continuous study of educational problems.
30. Organizes and makes use of workshops and other problem-solving techniques.
31. Considers college-bound students in designing the school program.
32. Considers students who will not attend college in designing the school program.
33. Stresses democratic principles as fundamental in all phases of school life.
34. Stimulates student participation in school activities in order that all students are reached.
35. Includes in the school curriculum experiences leading toward understanding and appreciation of the cultures and needs of the people of other nations.
36. Demonstrates willingness to make changes when needed.
37. Makes provision for continued evaluation of the school's instructional program.
38. Gives suggestions concerning classroom methods whenever and wherever he or she feels competent.
39. Uses classroom observation skillfully.
40. Designs testing program to determine pupil interests and abilities.
41. Provides an organized follow-up of students after they leave school.
42. Provides adequate counseling staff for the number of pupils enrolled.
43. Plans for the use of local resource people as a means of enriching the educational program.
44. Maintains directory of community resource persons.
45. Organizes the school program so that it functions smoothly in the principal's absence.
46. Develops an educational environment conducive to staff and pupil growth.
47. Encourages students to assume responsibility and take initiative in carrying out school activities.
48. Encourages teachers to focus attention on the individual learner.
49. Places emphasis on the teacher understanding of child growth and development.
50. Keeps the superintendent and board of education informed of the school's activities, through reports, supplementary to those required by the state department of education.
51. Makes use of information kept on school staff in determining duties necessary for the proper functioning of the school.
52. Formulates policies pertaining to record keeping with help of the school staff.
53. Maintains records on present and potential employees.
54. Buys wholesale whenever it means an appreciable saving to the school.
55. Provides for systematic storage and distribution of supplies.
56. Stresses economy in the use of supplies and the respect forpproperty as an important phase of the educational program.
57. Insists on adequate supervision of actual construction.
58. Uses competent architectural advisers (sic) in school building planning.
59. Includes teachers, parents, and pupils in designing the educational program and projecting building requirements necessary for that program.

60. Provides adequate supervision for students while loading, unloading, and riding school buses.
61. Cooperates with agencies concerned with highway safety.
62. Keeps everyone concerned informed on laws regarding transportation.
63. Keeps informed concerning school laws of the state.
64. Keeps informed regarding the rules and regulations of the state board of education and the state department of education.
65. Applies appropriate legal principles and uses fully the rights provided therein for the advancement of education/
66. Organizes office work in such a way as to win respect of teachers, pupils, and parents.
67. Emphasizes the importance of prompt and accurate record-keeping as part of the office responsibility.
68. Establishes policies concerning services to be provided by the school office.

Area "C" - Working Effectively With the Community and Its Organizations

The Principal:

69. Interviews community leaders to determine what they wish the school to do for their children.
70. Carries out studies of public opinion concerning the school.
71. Stresses the importance of a philosophy which is appropriate in the school community setting and yet does not overlook objectives pertinent to state, national, and world needs.
72. Shows a working knowledge of the power structure of the community.
73. Demonstrates an understanding of the value system of the community.
74. Shows recognition of the crucial social problems which have been created by the progress of science and technology.
75. Is skilled in leading the community in releasing its energies toward the improvement of educational opportunities.
76. Invites parents and interested laymen in addition to specific representatives of the PTA to the school for the purpose of discussing educational opportunities.
77. Promotes meetings of lay people to discuss educucational needs of the community.
78. Demonstrates the belief that one of the most effective ties between the school and the community is the child.
79. Supports parent-teacher organizations and encourages teachers to take an active part.
80. Analyzes and uses constructive criticism for the betterment of the school and its program.
81. Promotes faculty-lay meetings to discuss community needs and the part the school can play in providing for these needs.
82. Publicizes studies which show a need for major change in the educational program.
83. Plans assemblies and other school programs around community problems.
84. Schedules school-community use of the school plant.
85. Encourages the community to make wide use of the school facilities within limits of predetermined policies.
86. Publicizes the policies pertaining to use of the school plant.
87. Plans experiences designed to improve family relations as a part of the educational program.

88. Participates actively in community improvement projects.
89. Shows an understanding of all community educational influences which bear upon pupils.
90. Maintains an inventory of community natural and physical resources.
91. Maintains an inventory of community social organizations.
92. Sets up and uses whatever organization is needed to meet with lay people for the purpose of evaluating the school's curriculum.
93. Sets up and uses whatever organization is needed to bring lay people into the evaluation of the school's organization.
94. Encourages frequent evaluation of the school plant by community groups with respect to the school's objectives.
95. Provides for auditing of all school financial records.
96. Provides for the keeping of accurate records of all school monies received and spent.
97. Makes periodic reports to the superintendent and board of education concerning the finances of the school.

Hunkins, F. P., "New Identities for New Tasks," Educational Leadership, Vol. 29, No. 6, pp. 503-506.

Competencies for the Principal

1. The principal is a facilitator of quality instruction.
2. The principal is an "educational business manager" coordinating activities relating to the business aspects of the school.
3. The principal is an instructional and curriculum facilitator.
4. The principal guides planning, assists in strategy development, assists in planning teacher workshops, coordinates curricula for teachers and parents to keep them informed of modern education.
5. The principal also functions as a resource person to his staff by coordinating aspects of the curriculum which are his specialties.
6. The principal serves as a supervisor for other staff members.

Tye, Kenneth A., "The School Principal: Key Man in Educational Change," *National Association of Secondary School Principals*, Vol. 56, No. 364, pp. 77-84.

Areas of Competence

A. Self Understanding

- Know yourself to begin planning for organized change

B. Climate to create best opportunity for staff to perform tasks

1. Principal can attain good relations with those he works with
2. Emphasize goal attainment
3. Principal can set the example for school
4. He can develop an espirit within the staff

C. Communication

1. Creates open, face-to-face patterns for communication
2. Is a good listener

D. Conflict Management

1. Principals should assist teachers in clearly defining roles in advance of actual trial of any new venture, including his own role
2. Solves all negative supressed conflict early if possible
3. Recognizes that conflict may bring positive changes and can deal with different points of view

E. Decision Making

1. Monitors instructional decisions made by teachers; sets procedures to aid teachers
2. Serves as a facilitator for their decision making; provides time, space, and atmosphere when instructional decisions can be made
3. Acts as a transactional agent between and among levels of decision making; informs teachers of policy decisions and institutional decisions which influence instructional decisions
4. Serves as a resource person by knowing what information is available, which consultants are appropriate, etc.

F. Stages of Planned Change

1. Principal moves innovations forward and avoids resistance
2. Principal creates awareness in staff with articles, books, film, speaker stimulus
3. Principal provides more information when group moves to active interest
4. Principal provides appropriate in-service training through utilization of appropriate resource personnel
5. Gives encouragement and serves as transactional agent/translating new program to parents, district/other staff members

G. Principal Creates Atmosphere for Scientific Problem Solving

1. Identifies problem and relevance for group
2. Defining the problem, scope/implications
3. Considers alternatives for solution
4. Selects one alternative for testing/keeps record of results
5. Evaluates the results of test in terms of its success
6. Recycling

Wayson, W., "Educating for Renewal in Urban Communities," National Elementary Principal, Vol. 51, No. 6, pp. 6-18.

1. The principal mediates the goals of the organization.
2. The principal interprets law and policies governing the school.
3. The principal controls many of the rewards and much of the communication in the faculty.
4. The principal makes many of the major decisions affecting instruction.
5. The principal influences most interactions with the community outside the school.

Yonemura, Margaret, "Research on Aspects of Leadership Roles in Early and Elementary Education," Childhood Education, Vol. 48, No. 3, pp. 163-166.

Competency Statements of the Principal

1. The principal engages his efforts in improving teaching at his school.
2. The principal contributes to the staff's professional growth, utilizing the different skills to be found in a faculty.
3. The principal supervises his staff and helps teachers with problems they view as major.
4. The principal balances the expectations, tasks, roles of the institution against the individual's personality development and needs.
5. The principal acts as a change agent.

"The Public School Principal," *NJEA Review*, Vol. 43, No. 4, pp. 36-39.

Areas of Competence

1. The school's educational program
2. Extracurricular activities
3. Supplemental instructional services (i.e., remedial reading, art, and music)
4. Students
5. Supporting services (i.e., bus transportation, school office, cafeteria, and clinic)
6. Physical plant
7. Materials and supplies
8. Personnel
9. Athletics
10. Visitors to the school

Competency Statements

a. The principal should know and observe all state laws governing the operations of public schools and the supervision of students.
b. The principal is responsible for enforcing provisions of contracts with the School Board and employee groups; therefore, he must be familiar with the content of these contracts.
c. The principal must have full respect for students of all races, creeds, colors, or academic or social standings.
d. The principal seeks an approach to enhance student self-respect and allows teachers a voice when their interests are involved.
e. The principal must have complete authority to work as constructively with student problems.
f. The principal is responsible for the safety of teachers, students, and the physical plant.
g. The principal is an instructional leader responsible for improving the teaching competence of the staff.
h. The principal establishes a cooperative, stimulating environment in his school.
i. The principal interprets the needs of the school to the central administration, the school board, and the public.
j. The principal must have the freedom to adapt board policies and administrative regulations responsibly to the situation and climate that exist in the school.
k. The principal should meet the public courteously.
l. The principal should bring the community into the education process and foster school programs and attitudes to serve the special needs of the community.
m. The principal directs the resources and energies of the school toward achievement of the district's educational goals.
n. The principal is a cooperative catalytic agent, working to divert energies into constructive channels and keep school programs on course.
o. The principal should have the ability to lead.
p. The principal should deal with people by reason, knowledge, flexibility, persuasion, and complete integrity.
q. The principal should oversee, expedite, coordinate, and improve the education of children in the school.

r. The principal should have the freedom to experiment, make changes, institute reforms, and innovate in school programs and procedures.
s. The principal should be kept fully informed on all use of school facilities, with the power to deny any that would interfere with the educational program.
t. The principal should encourage the faculty to attend conferences to promote educational quality within the school.
u. The principal should regularly meet with faculty and other staff as needed to improve school operations or implement district policies.
v. The principal should establish and carry out an on-going program of supervision of instruction in the school and delegate responsibility for other staff members qualified to aid him in this area.
w. The principal should have full access to any group testing results or other educational data in which students are identified by school.
x. The principal should have the right to regular meetings with the superintendent and the Board of Education which would give him a voice in the formation of policies affecting operation of his school.
y. The principal supervises the building plant and makes suggestions for any capital improvements, materials, or equipment being planned for his school.

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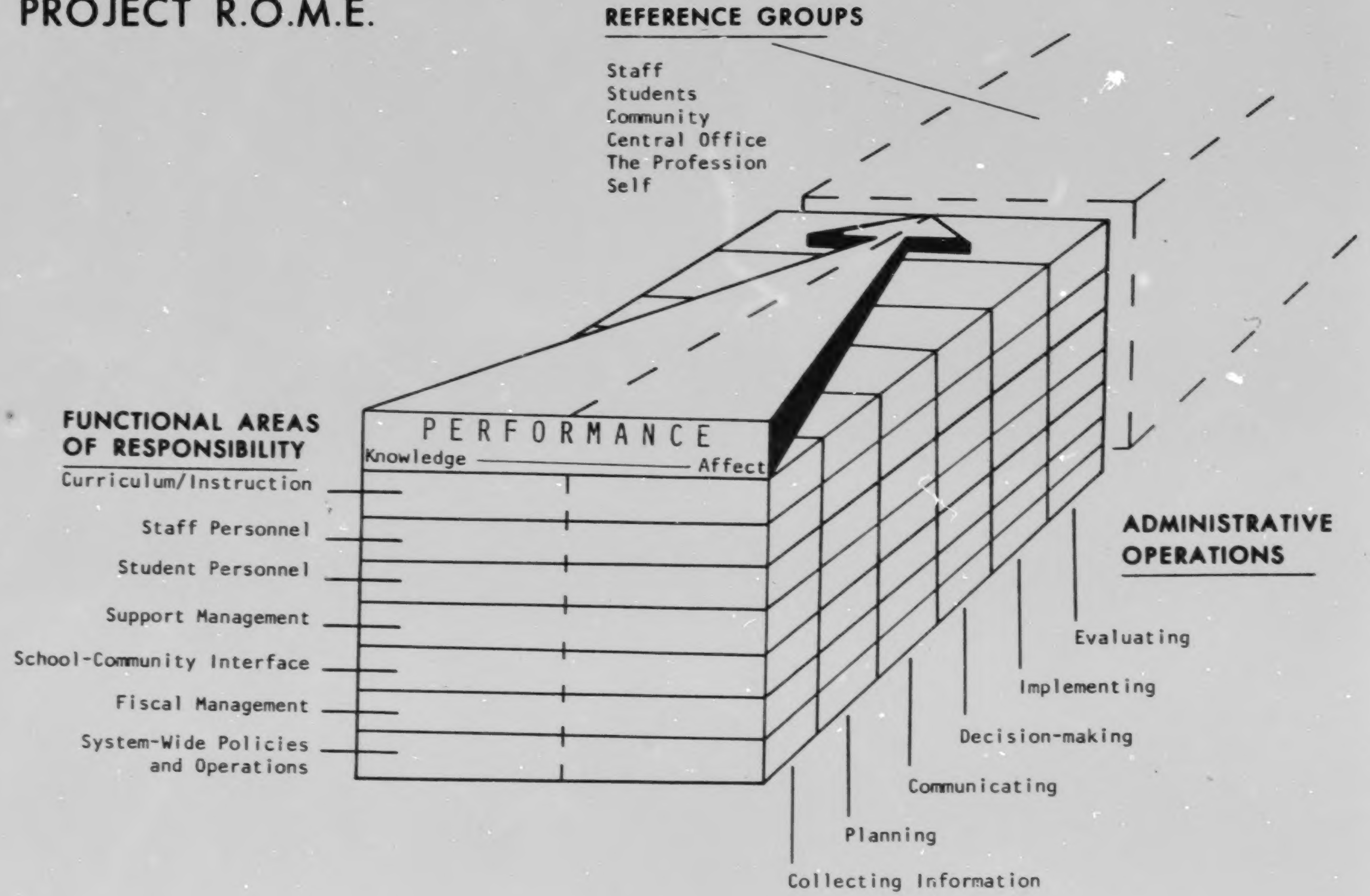
APPENDIX H

R.O.M.E. COMPETENCY CLASSIFICATION MODEL

PROJECT R.O.M.E.



REFERENCE GROUPS

- Staff
- Students
- Community
- Central Office
- The Profession
- Self

FUNCTIONAL AREAS OF RESPONSIBILITY

- Curriculum/Instruction
- Staff Personnel
- Student Personnel
- Support Management
- School-Community Interface
- Fiscal Management
- System-Wide Policies and Operations

ADMINISTRATIVE OPERATIONS

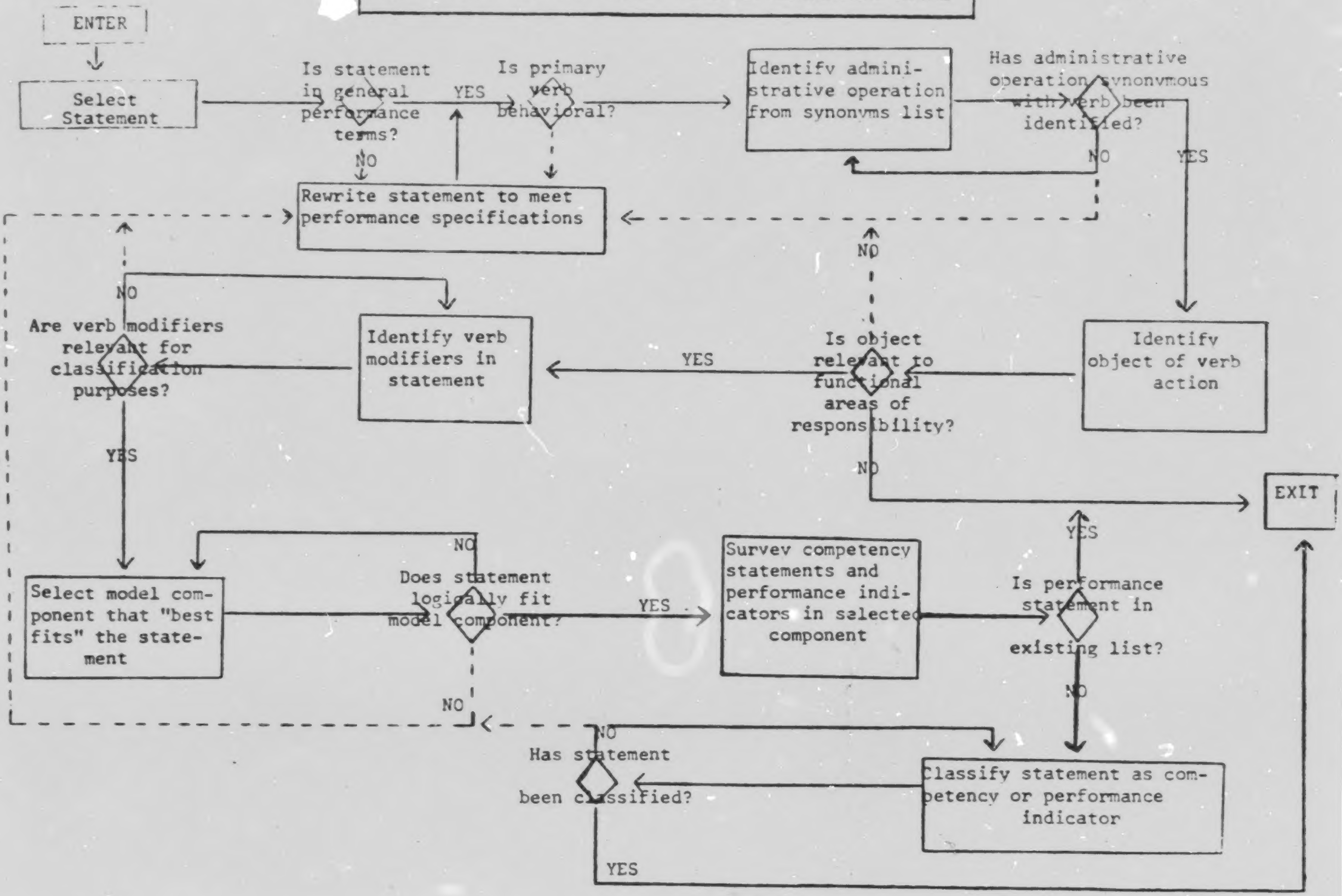
- Evaluating
- Implementing
- Decision-making
- Communicating
- Planning
- Collecting Information

MODEL FOR CLASSIFYING COMPETENCIES OF SCHOOL LEVEL ADMINISTRATORS

APPENDIX I

FLOWCHART FOR REWRITING EXISTING COMPETENCY STATEMENTS

FLOWCHART FOR REWRITING EXISTING COMPETENCY STATEMENTS AND CLASSIFYING IN PROJECT R.O.M.E. COMPETENCY MODEL


ENTER
Select Statement
Is statement in general performance terms?
YES
NO
Is primary verb behavioral?
Rewrite statement to meet performance specifications
Identify administrative operation from synonyms list
Has administrative operation synonymous with verb been identified?
NO
YES
Identify object of verb action
Is object relevant to functional areas of responsibility?
NO
YES
NO
Identify verb modifiers in statement
Are verb modifiers relevant for classification purposes?
NO
YES
Select model component that "best fits" the statement
Does statement logically fit model component?
NO
YES
NO
Survey competency statements and performance indicators in selected component
Is performance statement in existing list?
YES
NO
EXIT
Classify statement as competency or performance indicator
Has statement been classified?
NO
YES

APPENDIX J

VERB LIST SYNONYMOUS WITH ADMINISTRATIVE OPERATIONS

SUGGESTED VERB LIST SYNONYMOUS WITH ADMINISTRATIVE OPERATIONS

1. Collects information

   observes
   reviews
   identifies
   gathers
   classifies
   defines
   delineates
   obtains
   seeks
   considers

2. Plans

   structures
   maps
   designs
   devises
   organizes
   builds a model for
   establishes procedures for
   develops

3. Communicates
   exchanges information
   provides information about
   suggests
   relays
   communicates
   encourages
   provides
   informs
   tells
   talks with
   confers
   recommends

4. Decides

   considers alternatives
   concludes
   draws conclusions
   arrives at solutions
   chooses
   judges
   selects
   differentiates
   discerns

5. Implements

   initiates
   carries out
   supervises
   facilitates
   practices
   coordinates
   changes
   institutes
   stimulates

6. Evaluates

   assesses
   measures
   uses instruments
   observes
   judges
   compares
   contrasts (standards/
   objectives)

APPENDIX K

GUIDELINES FOR CLASSIFYING COMPETENCY STATEMENTS

GENERAL GUIDELINES FOR THE LOGICAL CLASSIFICATION OF COMPETENCY STATEMENTS USING THE R.C.C.M.

1. Identify one verb in the statement that most represents what the principal is doing.

2. Match the significant verb (from step #1) to its logical administrative operation (synonym that best fits).

3. Define which thing, object, person, etc., is receiving the action of the operation previously identified.

4. Define the major conceptual content of the statement.

5. On the basis of steps 1-4 above, classify the statement in the appropriate section of the model.

6. Once classified, define general category of the competency represented by the statement.

7. Assign the statement to the general category as a competency or performance indicator depending upon the levels of designation existing.

APPENDIX L

CONCEPTUAL EXAMPLES OF FUNCTIONAL AREAS OF RESPONSIBILITY

CONCEPTUAL EXAMPLES OF FUNCTIONAL AREAS OF RESPONSIBILITY

I. Curriculum and Instruction

reviewing new teaching aids, instructional materials, educational planning for students, developing school curriculum, instructional programs, teaching methods, testing programs, curriculum problems, scheduling and designing classroom environments to implement instruction, designing buildings

II. Staff Personnel

staff utilization, positions and job specifications, personnel information, employee benefits, professional problems, in-service workshops, staff recruitment, orientation programs for new staff members

III. Student Personnel

guidance services, pupil rights, pupil progress, student activities, (extra-curricular and curricular) student personnel services student grade placement policies, school rules, pupil orientation meetings for new students, student discipline

IV. Support Management

government agency guidelines in planning specifications, cafeteria school lunch program, scheduling of repair work, use of school property, training non-instructional personnel, registration and school calendar planning, transportation system, fire standards, distribution of supplies, emergency drills, auxiliary services, health services

V. School-Community Interface

school policy statements, designs plans to involve community, social conditions in relationship to student performance, community census in planning program and building needs, surveys and analysis to further educational goals, parent-teacher organizations, public relations, organizations of lay/professional community groups, adult education programs

VI. Fiscal Management

cost accounting system for repairs, tax structure documents, preparing budget, salary schedule committees, accounting for school funds, financial reports/statements, school insurance program, legal budget considerations, determination of budget considering district goals, staffing need projections

VII. System-Wide Policies and Operations

passing district referendums, board recommendations for educational goals and objectives, orientation of new board members, defining school policies in regard to board of education, recommendations to superintendent regarding new employees, utilization of district specialists to implement learner programs, attendance, teacher grievances to board, central office operations, decision-making, dismissal, tenure, transferring professional personnel within the system

APPENDIX M

PARTICIPANTS: THOMAS COUNTY WORKSHOP

Thomas County Workshop

January 24-26, 1974

Holiday Inn

Thomasville, Ga.

Participants

Thomas County

Abbie Barnes	- Elementary School Principal
J.H. Chapman	- Elementary School Principal
Wallace Childs	- High School Principal
John Clark	- Director, Title I
E.R. Cone	- Superintendent
Joanne Futch	- Director of Research, Planning, and Evaluation
Bob Moore	- Administrative Assistant
Harold Pullen	- Assistant Superintendent
Sandra Schokley	- Reading Coordinator
F. Wayne Smith	- Elementary School Principal
Robert Waller	- Elementary School Principal
Earl Williams	- Junior High School Principal
Buddy Wisenbaker	- Administrative Assistant

University of Georgia

Gene Boyce
Jim Cleary
Chad Ellett
Chuck Johnson
Dave Payne
Jonelle Pool
Ed Poole
Jim Stallard
Kay Williams

Consultants

B. Dean Bowles, University of Wisconsin
Marvin Fruth, University of Wisconsin

APPENDIX N

NOMINAL GROUP PROCESS

Thomas County Workshop
January 24-26, 1974

GUIDELINES FOR LEADERSHIP IN CONDUCTING NOMINAL GROUP MEETINGS

The Nominal Group of the program planning model is a meeting in which a deliberate structured group process is followed to identify problems or to generate information concerning a topic from a target group of individuals.[1] The structured process includes the following sequence of small-group activity: (a) silent generation of ideas in writing, (b) round-robin listing of ideas on flip chart, (c) serial discussion of ideas, (d) silent listing and ranking of priorities (preliminary vote), (e) discussion of vote, and (f) silent re-rank and rate of priorities. This structured process is critical and is based upon sociopsychological research which indicates this procedure is clearly superior over conventional discussion groups in terms of generating higher quality, quantity, and distribution of information on fact-finding tasks.[2]

The following step-by-step group leader format should be closely followed in the meeting:

I. PREPARATPRY TASKS

A. Prepare meeting room. The meetings should take place in a large comfortable room. Three large tables with five to seven chairs around each table should be well spaced near three of the four corners of the room. A large flip chart is placed at the head of each table. (See diagram for meeting room arrangement.)

B. Supplies to be brought to site. Three flip charts or large sheets of paper, three-by-five cards, nominal group forms, three black and three red felt marking pens, masking tape, pencils, coffee, coke for break.

II. LEADER"S INTRODUCTION (10 minutes)

A. Welcome. Leader establishes sincere rapport with group members.
   1. Explicity request complete cooperation and commitment to the seriousness of the task at hand.
   2. Theme of the meeting is to be "problem minded," not "solution minded."

> Make it very clear that participants must direct attention to problems--not solutions, gossip, status, or position of participants.

B. Purpose. Statement of task: This is the question that all participants are asked to respond to in the meeting. (Experience suggests that the appropriate wording of the task statement is crucial in order to obtain the focused response desired of participants. Prior to the meeting, much serious thought regarding the question, "What information do you really want from the participants?", can guide the program staff in determining the task statement.

C. Clarify task statement.
   1. Pass out nominal (silent) activity forms. (The nominal activity form states the question each participant is to respond to in writing.)
   2. Reprat question--state that specific critical incidents are desired.
   3. Explain the kind of responses desired by useing an example outside of participants' culture which they can identify with.
   4. Resist further clarification. (To give further examples will bias participants' statement of problems.)

D. Nominal group guidelines. To facilitate fullest participation of all members of the group the nominal, or silent, group exercise will be used. "The process will allow each participant an opportunity to do his homework."
   1. Critical-incident responses should be written in short words or phrases--not long paragraphs.
   2. Each person will work silently and independently.
   3. Again, stress that participants identify only critical-incident problems, not solutions.
   4. After the nominal group activity, each individual will be given a chance to discuss what he wrote on his sheet of paper.
   5. Again, ask for cooperation and commitment to the task at hand.

III. NOMINAL GROUP ACTIVITY (15 minutes)

A. Procedure. Request participants to begin writing on the "nominal activity forms."

B. Leader caveats.
   1. Request participants to think more deeply if they have finished early.
   2. Use forceful and direct sanction to those who talk or giggle.
   3. State that people who have stopped writing are not to interfere with others (not looking at the violator).

IV. RECORDED ROUND-ROBIN PROCEDURE (30 minutes)

A. Assignments of group recorders. The group leader should act as recorder for the group and write all ideas as presented by the group on a flip chart. If there are more groups than leaders request the leaderless groups to pick a recorder to write items on a flip chart.

B. Procedure.

1. Request participants in the group to present the items which they listed on their nominal forms--one item at a time for listing on a flip chart. (The leader writes each item as stated by the participant on the flip chart without worrying about overlap. A showing of hands can be used to tally over duplication. Each item is numbered on the flip chart.)
2. Ask participants when their turn comes to alternate columns in listing items from the nominal activity form.

C. Leader caveats.

1. Group recorders should avoid categorization and redefinition of items.
2. Avoid discussion on items--simply list items on flip chart.
3. Asl participants not to talk out of turn.
4. A show of hands should be used to tally agreements.

V. DISCUSSION (15 minutes)

A. Ask group to discuss items on flip charts for clarification.
B. Do not collapse or condense categories.

VI. VOTING PRIORITIES[3]

A. Listing and ranking priorities (10 minutes).

1. Request each participant to list nominally on three-by-five cards (by name and number) those items on the flip chart he considers most important. One three-by-five card is used for each item listed.
2. Request participants to rank their three-by-five cards in order of importance. (Leader should "walk" participants through the ranking process.)
3. Collect three-by-five cards, tabulate votes on the flip chart, and share results with the group.

B. Discussion of ranked priorities (10 minutes).

1. Ask group to discuss this ranking of priorities.
2. Does everyone understand what is meant by each priority?
3. Are there any items on the flip chart that you think should be included in the problem priority list? Why?

C. Re-ranking and rating priorities (10 minutes).

1. Request each participant to nominally (silently) re-rank (by name and number) in order or importance those items on the flip chart which he considers most important.
2. Ask each participant to nominally (silently) rate his re-ranked set of priorities.

By the rating procedure, each participant is asked to assign and write a value of 100 to his most-important priority card.[4] He then assigns and writes values between 0 and 100 on the other priority cards in his set so as to reflect relative differences in importance between items.

3. The re-rankings and rating of priorities are collected and need not be shared with the group.

VII. CONCLUSION (5 minutes)

A. Collect all materials used during meeting, including 1) flip charts and flip chart sheets, 2) re-ranking cards (have paper clips or rubber bands available to avoid mixing each participant's priority cards with others).

B. Follow-up: The leader clearly states the reason the information was obtained in this meeting was to more-clearly understand client problems (or critical issues of a problem area). Do not raise expectations of participants to a particular course of action.

C. Participants are thanked, and the meeting concludes.

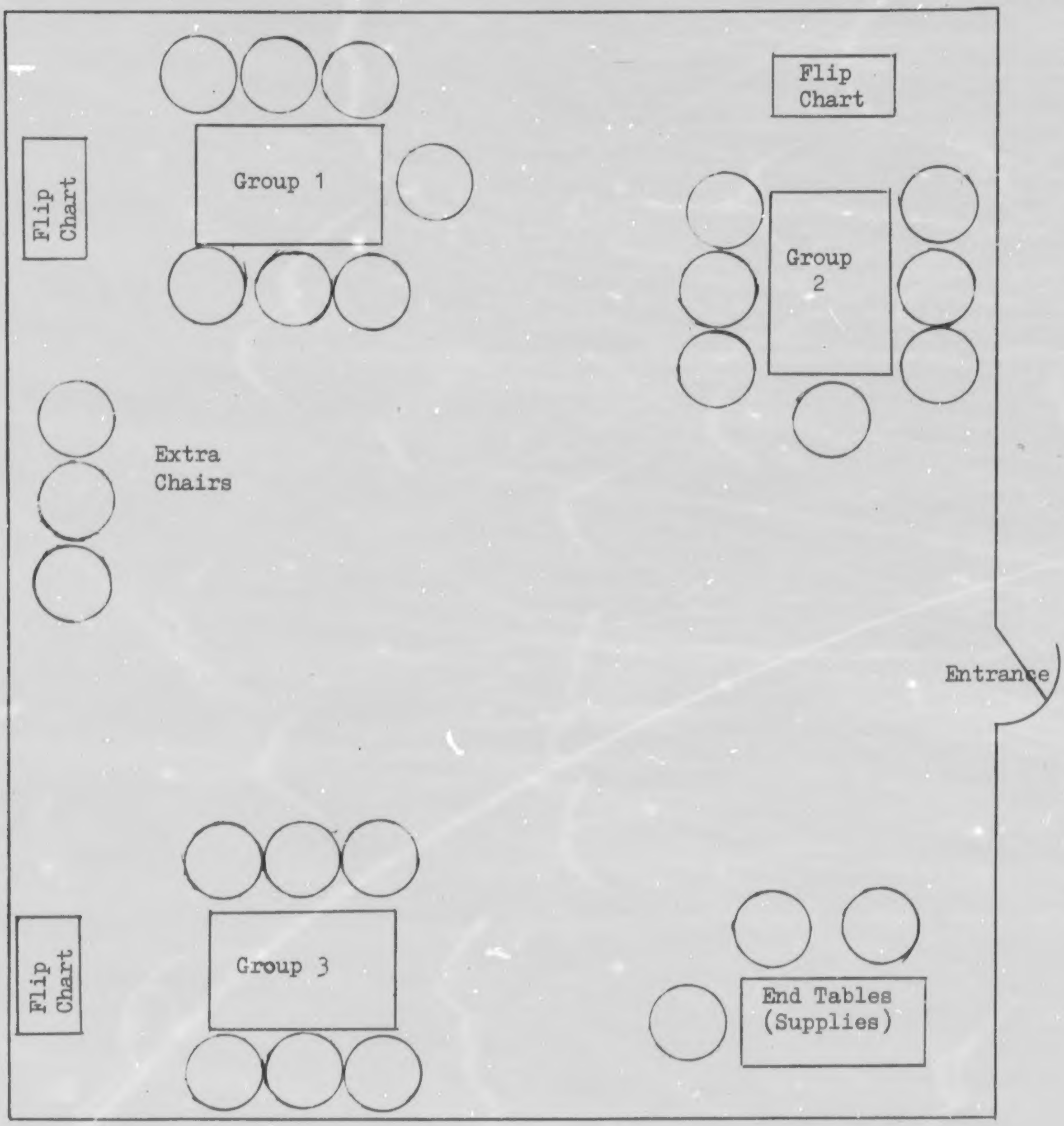
FOOTNOTES

[1] A complete description of the program planning model is found in Andre L. Delbecq and Andrew H. Van de Ven, " A Group Process Model for Problem Identification and Program Planning," Journal of Applied Behavioral Sciences (September, 1971).

[2] A complete treatment of the sociopsychological dynamics of nominal and interacting groups is available in Andrew H. Van de Ven and Andre L. Delbecq, "Nominal and Interacting Groups for Committee Decision-making Effectiveness," Academy of Management Journal (1971).

[3] The specific voting procedure depends upon the degree of specificity information desired from the group and the nature of the topic under investigation. If the topic is very general and only preliminary information is desired, a simple listing of priorities is sufficient. If a more-detailed understanding or priorities in order of importance is desired, a ranking of priorities is recommended. Since the rating procedure implies a listing and ranking of priorities, the rating process is outlined in the format. Necessary modifications for just a listing or ranking of priorities is left to the leader.

[4] An exemplary rating form that may be used is attached to this Leader Format.


Flip Chart
Group 1
Flip Chart
Group 2
Extra Chairs
Entrance
Flip Chart
Group 3
End Tables (Supplies)

Problem Identification Form

List the organizational or environmental barriers and personal barriers which you anticipate in assessing the needs and identifying the priorities in the areas of health, education, and social welfare for the Spanish-speaking population of Chicago.

Personal barriers (personal feelings and emotions which were barriers)	Organizational or Environmental Barriers

Exemplary Rating Form

______________________ ______________________________ 100 _ Most important

______________________ _

______________________ _

______________________ _

______________________ _

______________________ _ Moderately important

______________________ _

______________________ _

______________________ _

______________________ _

______________________ 0 _ Of no importance

APPENDIX O

PROPOSED CRITERIA FOR EVALUATING STATEMENTS OF PROFESSIONAL COMPETENCIES FOR TEACHERS

PROPOSED CRITERIA FOR EVALUATING STATEMENTS
OF PROFESSIONAL COMPETENCIES
FOR TEACHERS

(Revised) January 21, 1974

1. The statement is a referent for a professional act which is judged by recognized authorities to be essential for a teacher to perform acceptably if that teacher is to be considered an adequate teacher.

   It is not a referent for:

   -- How much the teacher knows.

   -- How well the teacher thinks.

   -- How fine his personal qualities (dependability, conscientiousness, courterousness, vigorousness, etc.).

   -- A learning activity which he should carry out if he is to acquire a competency.

   -- A technical competency or skill which is necessary if he is to effectively perform the professional competency.

2. The prediction of the statement uses an active, present tense, third person singular form of a verb which depicts action.

3. The statement is so worded that it suggests the performance of a teacher rather than that of a learner or some other person in the learning environment.

4. The statement is general enough that it describes the performance with sufficient breadth to allow the performer to carry it out in a manner in which he is permitted to use his personal qualities freely. (It is not highly specific.)

5. When two or more members of the profession read the statement describing the competency, they tend to agree generally on the learning objectives that the performance (if implemented) is likely to accomplish.

APPENDIX P

SMALL GROUP DATA: THOMAS COUNTY WORKSHOP

Thomas County Workshop
January 25, 1974
Group 1

I. Difficulty of keeping lines of communication open at all levels

II. Competencies

1. The principal keeps open lines of communication with his staff

   1.1 Provides opportunity for informal and formal communications with staff
   1.2 Conducts regular staff meetings
   1.3 Communicates with other principals by attending regular meetings
   1.4 Arranges for non-instructional staff meetings as needed
   1.5 Disseminates general information to faculty through memos
   1.6 Establishes and participates in reciprocal lines of communication to Central Office

2. The principal keeps open lines of communication with students

   2.1 Arranges and schedules all school assembly programs
   2.2 Utilizes inter-school communication system for announcements
   2.3 Disseminates information through homeroom teacher
   2.4 Makes himself available to students formally and informally

3. The principal keeps open lines of communication with community and parents

   3.1 Sends written communications via students to parents
   3.2 Organizes and perpetuates P.T.O. activities
   3.3 Actively participates in civic and fraternal organizations as public relations to the school
   3.4 Creates awareness of the school's activities in the community through the news media

III. Incorporated into document

Thomas County Workshop
January 25, 1974
Group 2

Problem: Proper understanding of and sensitivity to community customs, pressures, mores, and power structures.

1. Identify and assess peculiar community customs, pressures, mores, power structures. He will:

    1.1 Survey history of community and recent issues
    1.2 Identify influential leaders in the community
    1.3 Survey local business, religious, legal, political, and social organizations and agencies

2. Establish and maintain lines of communication with major community forces

    2.1 Contacts community leaders periodically
    2.2 Communicates school activities and achievements
    2.3 Allows opportunity for school personnel to interact with community
    2.4 Brings community leaders into school

3. Periodically assess status of school with respect to community expectations

4. Periodically assess changes in peculiar community customs, pressures, mores, and power structures

5. Identify community customs, pressures, mores, and power structures which affect decision making

    5.1 Periodically inform community leaders of pending and concluded decisions
    5.2 Develop alternative strategies for decision making to be reponsive to community desires

Thomas County Workshop
January 25, 1974
Group 3

Problem: Lack of good relationships with people with whom the principal deals.

1. Must demonstrate ability to conduct a needs assessment
    1.1 Will establish rapport
    1.2 Will determine scope of needs assessment
2. Must demonstrate ability to clarify the values of the community
    2.1 Will identify an instrument to gouge community values
3. Will demonstrate the ability to establish objectives
4. Will demonstrate the ability to develop strategies
5. Will demonstrate ability to determine best strategy
6. Will demonstrate ability to implement
7. Will demonstrate ability to evaluate the effectiveness of the best strategy

Thomas County Workshop
January 25, 1974
Group 4

Consistently maintains an atmosphere which is conducive to learning

1. Maintains effective student relationships
    - 1.1 ... with faculty
    - 1.2 ... with one another
    - 1.3 ... with principal
    - 1.4 Clearly defines student responsibilities
    - 1.5 Consistently enforces rules for student behavior

2. Maintains effective faculty relationships
    - 2.1 ... with principal
    - 2.2 ... with one another
    - 2.3 ... with students
    - 2.4 Clearly defines responsibilities and exercises consistency in his demands upon teachers

3. Maintains clean, comfortable, attractive physical facilities
    - 3.1 Plans for the on-going improvement of facilities
    - 3.2 Provides fpr the comfort of students and faculty
    - 3.3 Maintains an attractive plant and campus
    - 3.4 Clearly defines custodial responsibilities

4. Provides an effective system for the procurement and utilization of instructional materials
    - 4.1 Provides for on-going evaluation of materials
    - 4.2 Provides for budgeting
    - 4.3 Organizes for effective use

Thomas County Workshop
January 26, 1974
Group 1

Problem: Poor organizational skills

Possesses and demonstrates the skills to organize effectively

1. Staff level (instructional and non-instructional)
    - 1.1 Develop class scheduling systems
    - 1.2 Chooses effective departmental leaders and delegates responsibility
    - 1.3 Schedules non-instructional duties for instructional personnel
    - 1.4 Assigns teaching responsibilities
    - 1.5 Organizes committees to facilitate effective operations in the school
    - 1.6 Organizes for in-service training and staff development
    - 1.7 Provides for an effective operation for non-instructional personnel
    - 1.8 Provides for effective curriculum planning which reflects community needs

2. Students and community
    - 2.1 Provides for student organization and extra-curricular activities
    - 2.2 Extends student activities into the community
    - 2.3 Provides for organization and involvement of the community

3. Principal effectively organizes his own time

Thomas County Workshop
January 26, 1974
Group 1

Problem: Inadequate support from community and Central Office

Elicits support from the community and Central Office

1. Identifies community leaders
2. Contacts community leaders
3. Creates awareness in community of school's needs
4. Actively seeks input from community leaders
5. Actively seeks support from Central Office personnel in developing the best possible programs within the constraints of the school district
6. Establishes and participates in reciprocal lines of communications to Central Office personnel

Thomas County Workshop
January 26, 1974
Group 2

Problem: Inability to make decisions

1. Identify and clarify decision to be made
    1.1 Gather data from those impacted by decision
    1.2 Project ramifications of decision to be made
    1.3 Consider timing of decision to be made

2. Assign responsibility for decision making

3. Identifies alternative solutions
    3.1 Assess previous related solutions

4. Specify criteria for judging among decision alternatives
    4.1 Assign weights to decision alternatives

5. Choose among decision alternatives
    5.1 Apply decision-making techniques; e.g., decision-tree, PERT, etc.

6. Implement decision

7. Make follow-up evaluation of effectiveness and impact of decision

Thomas County Workshop
January 26, 1974
Group 2

Problem: Lack of adequate evaluation methods and procedures in the system

1. Identifies data needs for decision-making activities

    1.1 Surveys student evaluatin data needs
    1.2 Surveys curriculum evaluation data needs
    1.3 Surveys instructional staff evaluation data needs
    1.4 Surveys facilities evaluation data needs

2. Establishes and monitors data collection system

    2.1 Specifies data to be collected

3. Establishes and monitors data analysis system

4. Establishes and monitors data reporting system

    4.1 Specifies who is to receive data
    4.2 Adapts reporting form to recipients' needs

5. Interprets resulting data in light of decision

Thomas County Workshop
January 26, 1974
Group 3

Problem: Failure to keep abreast of the latest developments and ability to adapt

1. Principal identifies the sources available

2. Principal establishes best source

    2.1 Principal determines problem he is having
    2.2 Looks at all sources

3. Analyzes information getting skills

4. Identifies ideas that cope with problems

5. Applies ideas

6. Evaluate the usefulness of the idea

7. Decides the best future course of action

Problem: Difficulty in reaching agreement on what principal is supposed to do

Determines essential generic comptencies needed by one to do the job as perceived by others (superiors and subordinates)

Thomas County Workshop
January 26, 1974
Group 4

Problem: Accountability without authority

Effectively controls and accounts for activities and situations over which he has no authority

1. Identifies real seats of authority as opposed to formally structured authority

2. Develops techniques for dealing effectively with situations over which he has no real authority but for which he is held responsible

3. Maintains effective informal communications and understanding with his superiors

    3.1 Parsimoniously communications needs to his superiors
    3.2 Sees and communicates cost factors involved in needs that are presented

4. Modifies behavior of students and teachers by means other than authoritative orders

5. Avoids "passing the buck" when his effectiveness is questioned with regard to these matters

6. Finds ways for gaining real authority over matters for which he is held responsible

    6.1 Asks for clarification of authority
    6.2 Gains confidence of constituency

7. Finds ways of having responsibility formally shifted to others in matters over which he has no control

    7.1 Recommends formal policy statements by superintendent and Board of Education
    7.2 Suggests to parents other recourses for correcting unsuitable situations

Thomas County Workshop
January 26, 1974
Group 4

Problem: Should be a change agent for innovation in the school (receptivity)

Exercises influence as a change agent for innovation in the school

1. Keeps abreast of recent developments in education

   1.1 Reads professional journals
   1.2 Attends professional meetings

2. Encourages experimentation within reasonable and clearly defined limits by his faculty

   2.1 Informally discusses new ideas with his teachers
   2.2 Recognizes and praises creditable innovations by teachers

3. Budgets in a way that provides for innovation

4. Maintains familiarity with the instructional program in his school

   4.1 Utilizes several types of evaluative techniques

5. Demonstrates ability to initiate change by informal means

6. Provides teachers and parents with prompt and meaningful information as to the effectiveness of current instructional program

APPENDIX Q

PRIORITY LISTING OF THE GOALS FOR GEORGIA

The following is a prioritized listing of the goals for Georgia as ranked by business leaders, teachers and students in the Thomas County community.

The Individual:

1. is able to listen, speak, read and write.
2. understands the effect of drugs, alcohol and tobacco.
3. recognizes that every man has the right to participate freely in society as long as the rights of others are not violated.
4. has concern for his fellowman.
5. supports the free and voluntary exercise of religious choise.
6. has the desire to preserve the rights and property of others.
7. is committed to the values expressed in the Bill of Rights.
8. is able to set personal goals. Understands himself - his abilities, interests, values, aspirations, limitations.
9. understands and accepts the responsibilities and privileges of citizenship.
10. knows how and where to seek employment and is able to apply for a job and participate in a job interview.
11. respects and cares for the property of his employer and fellow workers.
12. recognizes that work is necessary and desirable.
13. understands and accepts the relationship of rights to responsibility.
14. knows how and where to obtain additional training and education.
15. takes pride in workmanship and accomplishment.
16. has the knowledge and skills for managing personal finances.
17. values and seeks sound mental and physical health through good nutrition.
18. desires to acquire and maintain a healthful natural and physical environment.

19. practices responsible behavior when using public and private faccilities.

20. has the skills necessary for further study or for entry directly into the world of work. Possesses the attitudes and personal values that enable him to overcome adversity.

21. is able to communicate feelings, ideas and information.

22. understands freedom as the right to make choises within the framework of concern for the general welfare.

23. knows and practices socially acceptable behavior.

24. understands the emotional and social aspects of human sexuality.

25. has a tenative occupational or careet goal and possesses an educational plan to achieve it.

26. has a personal philosophy of life.

27. possesses the attitudes and skills to pursue learning as a life long process.

28. recognizes the influence of family and religious and community organizations in shaping values in a changing society.

29. desires to improve the quality of life in the community.

30. understands and accepts the necessity and desirability of avoiding discrimination in employment practices.

31. is able to maintain individual integrity in group relationships.

32. is able to adjust to changing jobs and job requirements.

33. considers public office to be a public trust.

34. knows how, when and where to secure medical services.

35. understands and is committed to the processes and purposes of law.

36. understands the functions of public education in our society and how it is administered.

37. is able to make responsible decisions regarding the use of time.

38. is able to secure information from a wide variety of sources, to analyze, to synthesize, to draw conclusions and to make decisions.

39. knows and understands that the quality of mans life depends upon the harmony that he achieves with his natural environment.

40. understands and exercises the citizens role in the decision making process of government and politics.

41. values and demands the conservation and proper utilization of land and other natural resources.

42. appreciates the beauty of nature.

43. has the knowledge and skills to be successful in meeting his needs as a consumer of goods and services.

44. is able to act alone or to participate with others in recreational or leisure time activities.

45. possesses the ability and desire to use the learning resources of the community.

46. is able to identify common goals and cooperate with others in their attainment.

47. appreciates the value of the occupations of others.

48. understands the capacity of man to adjust to social and technological change.

49. participates in recreational activities that can provide physical fitness throughout life.

50. understands the structure and functions of state, local and national government.

51. recognizes and values creativity as a basic human need.

52. respects the officers of appointed and elected officials.

53. possesses the knowledge, understanding and appreciation of his heritage.

54. is willing to live in a racially integrated society.

55. knows and understands workman's compensation, social security, retirement systems, employment insurance and other empoloyee benefits.

56. understands and values the functions, relationships and responsibilities of labor and management in a free society.

57. understands how technology can alter the natural and physical environment.

58. understands human biological processes and functions.

59. is committed to the concept of accountability for the use of public resources.

60. has knowledge and understanding of mathematics.

61. is familiar with a wide variety of occupational fields. Is able to make constructive use of leisure time in some avocational activity.

62. knows how to secure and use community services.

63. is able to identify desirable social and technological changes. Is able to understand and tolerate dissent.

64. understands the social, economic and political implications of population growth.

65. has a knowledge and understanding of current political issues.

66. knows and understands the concepts of taxation.

67. has the ability and desire to participate in community service activities.

68. understands and appreciates the contributions of social, religious and national groups.

69. is able to adjust to changing human relationships brought about by geographic and social mobility.

70. understands the judicial system.

71. possesses knowledge and understanding of production, distribution, and consumption of agricultural and industrial products.

72. understands the impact of science and technology on jobs and job requirements.

73. understands the techniques to control social and technological change.

74. has an understanding and appreciation of the role of science in our society.

75. has knowledge, skills and a desire for life-long growth in areas of his choice.

76. has knowledge of the principle economic, social and political systems of the world.

77. is aware of social, economic and political implications of technology.

78. seeks opportunities to participate in the governmental process.

79. has a knowledge and understanding of international relations.

80. uses one or more of the arts or crafts in recreational or leisure time activities.

81. possesses a knowledge of an interest in science.

82. is able to function as a follower, a co-worker and leader in work.

APPENDIX R

OPERATIONALIZING THE GOALS FOR GEORGIA

KEY:

1 - Curriculum/Instruction
2 - Staff Personnel
3 - Student Personnel
4 - Support Management
5 - School-Community Interface
6 - Fiscal Management
7 - System-Wide Policies and Operations

Goal #1: is able to listen, speak, read, and write.

Tasks a principal would need to perform to operationalize this goal:

1. Provides administrative leadership for and participates in school and community meetings. (5)
2. Conducts individual and group conferences with teachers, parents, students, and community representatives. (5)
3. Interprets the purpose, function, and program of the school to the public in both oral and written communications. (5)
4. Leads staff in establishing appropriate objectives at each grade level. (2)
5. Reviews with staff extent to which objectives are being achieved. (2)
6. Provide an appropriate language arts program. (1)
7. Have qualified personnel conducting the learning situation. (2)
8. Maintain the proper atmosphere conducive to learning. (4)
9. Knowledge of individualized approach to reading skill development. (1)
10. How to keep a program moving which indicates a need to properly analyze program weaknesses and strengths. (1)
11. Provide atmosphere for feedback from students, parents, teachers, and community leaders. (5)
12. Actively participate in PTA, county-wide civic and church organizations. (5)
13. Aggressively seek out opinion of the community through conversation (gossip from so-called power structure of community), newspapers, local TV, and radio. (5)
14. Be able to plan a proper instructional program to promote a basic understanding of the above in each student. (1)
15. Be perceptive enough to select staff people who can carry out the program. (2)
16. Set up meetings designed to get staff and others input. (2)
17. Use recording equipment so he may cut in half his writing of routine matters. (4)
18. Design a personnel schedule which allows time to read, listen, and plan and visit. (2)
19. Provide in-service training in these areas. (2)
20. The principal is proficient in counseling techniques. (3)
21. The principal reviews current professional literature and shares this with his staff. (2)
22. The principal is proficient in the skills of composition and displays these skills in the written communication associated with the administrative duties. (2)

23. Plan and maintain adequate facilities to enhance the teachers' efforts in providing instructional activities for listening, speaking, reading, and writing. (4)
24. To prepare or direct the preparation of purchase orders for materials, media, and equipment to support the instructional program in these areas. (4)
25. Plan the use and assign the space in which the instructional activities in these areas will be conducted. (4)
26. Make periodic assessment of test results, records, and performances to determine effectiveness of programs. (3)
27. Take soundings of faculty and staff to judge needs. (2)
28. Set up remedial programs where needed. (1)
29. Assist faculty in developing guidelines, curriculum, obtaining literature, develop plans for using, testing for evaluation, reviewing literature and re-testing for the development of individual student skills in listening, speaking, reading, and writing. (2)

Goal #2: understands the effects of drugs, alcohol, and tobacco.

1. Provides time in school schedule to bring in experts in these fields to talk on subject. (5)
2. Encourages PTA to have programs on this. (5)
3. Teaches unit in Health on subject. (1)
4. Interprets and implements Senate Bill #132 concerning prescribed courses of Goal #2.
5. Encourages teachers to participate in Staff Development activities related to Goal #2. (2)
6. Makes available materials and consultants from the State Department of Education in this area. (7)
7. Secure resource people and materials. (5)
8. See that all staff members understand the effects. (2)
9. Initiate valid and appropriate objectives for each age. (1)
10. Not use to an excess any of the above himself. (2)
11. Initiate an effective program of uses and abuses. (1)
12. See that this program is effectively given to every student. (3)
13. Conduct in-service sessions of the effects of drug and alcohol useage. (2)
14. Arrange for field trips to appropriate institutions to observe the effects of drugs, alcohol, and tobacco. (3)
15. Assess current student needs. (3)
16. Assist staff in developing an appropriate curriculum. (2)
17. Have consultants explain the effects. (5)
18. Use the police department and their drug display. (5)
19. Utilize doctors who are more than willing to talk on alcohol. (5)
20. Is knowledgeable of school programs. (2)
21. Can discuss those items with community, staff, and students. (5)
22. Constantly reviews school program and evaluates outcomes. (1)
23. Organizing skills in pulling together enough data and proper techniques to produce an effective anti-drug program. (1)
24. Help teachers in reviewing literature, films, and data from HEW. (2)
25. Plans for outside assistance, police officials, health officials, doctors, and lawyers to speak to children on subject: Effects of drugs, alcohol, and tobacco. (5)
26. Allow students to question and discuss problems. (3)

27. Incorporates instructional program units on the physical, mental, and moral aspects of these. (1)
28. Establish rules and policies to safeguard students against misuse. (3)
29. Promote participation in activities that tend to develop wholesome attitudes. (3)
30. Directs the planning and programming of the instructional activities to support the development of understandings relating to the effects of drugs, alcohol, and tobacco. (1)
31. Directs the selection and acquisition of instructional materials and media pertinent to the achievement of this goal. (1)

Goal #3: recognizes that every man has the right to participate freely in society as long as the rights of others are not violated.

1. Realize that every child, regardless of ability, has a right to be there. (3)
2. Provide learning situations that stress the functions of society. (1)
3. See that each child's rights are preserved, even through punishment. (3)
4. Precept and example in his own conduct and life. (2)
5. Involvement of staff in assessing student needs, selecting important activities, and in implementing. (2)
6. Meaningful involvement of students in school and classroom governance. (3)
7. Exemplifies in his attitude and behavior related to all his administrative functions. (2)
8. Encourages selection and use of curriculum materials. (1)
9. Provides opportunities for planning and evaluation of national, state, and local goals of education. (7)
10. Provides opportunity for any student to participate in any activities, such as EMR students belonging to 4-H Club or has the opportunity to play basketball, etc. (3)
11. Deals fairly and firmly in disciplinary matters. (3)
12. The principal is proficient in counseling techniques. (3)
13. Organizes and directs the planning of instructional and non-instructional activities related to the accomplishment of this goal. (1)
14. Organizes or directs the organization and implementation of student participation in the governance of the school. (3)
15. Assesses the need and assigns appropriate facilities designed to support the need of students in participating in the self-governance of the school. (4)
16. Operate school as open society, allowing maximum opportunity for participation and involvement. (4)
17. Promulgates clear policies, rules, and regulations. (4)
18. Eliminates policies of discrimination--racial or otherwise--in school academic as well as activities programs. (3)
19. Works with teachers in development of curriculum. (2)
20. Plans for instruction that encourages student thoughts and decisions. (1)
21. He would need some knowledge in new approaches to curriculum concentrating on the affective domain. (1)
22. Design staff, student planning for school operation which allows this. (4)
23. Know student rights and responsibilities and develop a policy. (3)

Goal #4: has concern for his fellowman.

1. Expresses empathy with problems of the "disadvantaged" in providing constructive alternatives. (1)

2. Participates in school-community service projects. (5)
3. Recognizes achievements of individuals in school and community through bulletin board, newsletter, etc., announcements, general assembly programs, etc. (5)
4. See that faculty shows concern for students. (2)
5. Notice students who show concern for others. (3)
6. Provide learning situations that stress socially acceptable behavior. (1)
7. Treat each student alike regardless of race, creed, religion. (3)
8. Spends time in community activities related to this goal. (5)
9. Demonstrates this with staff relations concerns. (2)
10. Sensitive to the needs of teachers. (2)
11. Perceive the school through the eyes of students. (3)
12. Planning skills, management expertise in curriculum development, instructional leadership. (1)
13. Encourage teachers to teach the individual that our Constitution and Bill of Rights were drawn to guarantee every individual rights as long as they did not infringe upon the rights of another individual. (2)
14. Demonstrates his concerns in his daily routine activities as he plans and manages the school program. (4)
15. Holds regular conferences with student groups to assess their needs and attitudes toward the school and its programs. (3)
16. Holds conferences with teachers and other school personnel to hear and to encourage the demonstrations of their concerns for others in the instructional program of the school. (2)
17. Survey the needs of the school community and initiate programs that are intended to meet these indicated needs. (5)
18. Be aware of existing available social services. (5)

Goal #5: supports the free and voluntary exercise of religious choice.

1. Has or develops a school policy statement. (1)
2. Supports and suggests programs and discussions on this topic. (1)
3. Reviews hiring policies and student assignments regularly in this regard. (2,3)
4. Be able to select teachers, students, and acceptable programs and community people to get the job done. (2,3,5)
5. Maintain religious freedom in the school. (1)
6. Offer a course in comparative religions. (1)
7. Takes into consideration the religious beliefs of co-workers and students that differ from the majority. (2,3)
8. Attempts to obey the Supreme Court ruling about prayer in school. (7)
9. Respect the belief of students pertaining to the American flag, National Holidays, Jewish Holiday, etc. (3)
10. Abides by Supreme Court ruling in administrative school policies and procedures. (7)
11. Gives impetus to objectivity in all school-community activities. (5)
12. Participates in multi-denominational school-community programs, in addition to the denomination of his own choice; avoids having seasonal activities such as Christmas, Easter, etc., to avoid exclusion and/or embarrassment in negative manner. (5)
13. Better use of community resources. (5)
14. Discuss freedom of religion during staff meetings. (2)
15. Directs the selection and acquisition of materials and media for the instructional program in comparative religions. (1)

16. Allows students freedom to participate in any approved religious oriented programs. (3)

Goal #6: has the desire to preserve the rights and property of others.

1. Holds to the belief that students are innocent of misbehavior until proven guilty. (3)
2. Makes sure the accused is given a fair hearing involving his misbehavior. (3)
3. Mark all books and property so that it can be recognized. (4)
4. Involvement of students in establishment of student rights. (3)
5. Involvement of students in establishment of code of students. (3)
6. Is fair, firm, and consistent in handling students. (3)
7. Helps staff develop and gives leadership to school policy. (2)
8. Takes strong positions regarding equal rights protection. (4)
9. Makes statements on property rights and sets regular reviews by staff and students. (2,3,4)
10. Devise system of strict accounting by students for school's issued books, etc. (3,4)
11. Foster programs where students work on teams--in class, and other activities. (3)
12. Conduct in-service sessions on the basic economic structure of the United States. (2)
13. Gather facts that describe the local economic structure. (4)
14. Discuss the alternatives to the present economic structure. (1)
15. Plan the use and maintenance of facilities to properly house and secure the property of individuals in the school. (4)
16. To plan and program instructional activities to teach a respect for the rights and properties of others. (1)
17. To plan and maintain appropriate security measures as a demonstration of the concern of management for the property of others. (4)

Goal #7: is committed to the values expressed in the Bill of Rights.

1. Tries and insure all students that they are created equal under school rules and regulations. (3)
2. Holds weekly faculty meeting where there is an exchange of ideas. (2)
3. Provides leadership in curriculum development. (1)
4. Applies this in relationship to study group and PTA activities. (5)
5. Utilize these rights when dealing with the community. (5)
6. Maintain due process in the school. (4)
7. Encourages and recognizes staff's individual initiative. (2)
8. Establishes positive channel through which students can voice their feelings and concerns. (3)
9. Operates school as a miniature society through democratic leadership. (4)
10. Supervises in-service programs related to Bill of Rights. (2)
11. Designs, with the help of teachers, special program for the school. (1)
12. Uses service organizations within the community (5)
13. Designs a Bill of Rights for students (cooperatively). (3)
14. Establishes policy and procedure for grievances. (4)
15. Sets aside principal time regularly to hold discussions. (2)
16. Establish programs that will do this. (1)
17. See that every student gets the message. (3)
18. Direct the planning and programming of an instructional program to teach the origin and meaning of the Bill of Rights. (1)

19. To plan, use, and maintain the appropriate facilities for teaching the meaning and understanding of the Bill of Rights. (1)
20. The principal should be familiar with the contents of the Bill of Rights. (2)
21. Stress the origin of the Bill of Rights in appropriate social studies units. (1)
22. Furnish strong positive leadership and only mild control in student publications. (3)
23. Emphasize responsible behavior in free exercise of "rights." (2)

Goal #8: is able to set personal goals. Understands himself--his abilities, interests, values, aspirations, limitations.

1. Makes guidance and counseling a part of the curriculum and involves total staff. (3)
2. Clearly states his personal goals for the principalship. (2,3,4)
3. Delegates clearly tasks better done by others. (2,4)
4. Gives leadership to student self-evaluation, career planning, and guidance program emphasizing this. (3)
5. Good staff relations in planning worthwhile activities. (2)
6. Understanding of community values, norms, etc. (5)
7. Assist teachers, counselors, etc., in providing literature, observations, and data that will help the individual to see, find, and know himself, his drives, aspirations, find ways and means of reaching goals. (2)
8. Attend workshops, continues his education by attending graduate school. (2)
9. Select teachers who are able to do these things. (2)
10. Allow students to accept some responsibility for their learning. (3)
11. Delegates responsibility to Department Chairmen. (2)
12. Provides for student input. (3)
13. Evaluation by parents as well as students. (5)
14. Lead faculty in search of self-evaluation. (2)
15. Allows latitude on part of student in selection of program. (3)
16. Conduct in-service sessions sharing human relations material with staff. (2)
17. Directs the planning and programming of instructional activities that will encourage pupils to understand themselves and to set personal goals. (3)
18. Directs the selection and acquisition of materials and media that will enhance the accomplishment of this goal. (4)
19. Plans and directs the use of facilities that will enhance the opportunity provided for students to explore their interest and to test their abilities as well as to understand their values in relation to others. (3)

Goal #9: understands and accepts the responsibilities and privileges of citizenship.

1. Takes an active part in community affairs. (5)
2. Sets an example to the community by his actions. (5)
3. Takes a positive stand on community affairs and is able to back up his position. (5)
4. Allows all students to operationalize citizenship skills. (5)
5. Encourages revision in social studies curriculum. (1)
6. Encourages optimum participation of the student council. (3)
7. Provides student opportunities for mock legislative groups, attendance and participation--state and national legislative trips, related social studies field activities, etc. (3)
8. Reward student demonstrations of good citizenship when they occur. (3)

9. Demonstrate good citizenship and expect same of faculty. (2)
10. Implement law and order in school and explain the necessity of obeying laws. (5)
11. Provides an opportunity for all teachers to vote. (3)
12. Encourages teachers to participate in local politics and avails himself to local politicians. (3)
13. Plans and directs the implementation of an instructional program that teaches the responsibilities and privileges of citizenship. (1)
14. Directs the preparation of purchase orders for the acquisition of appropriate materials to be used in the program. (6)
15. Plans and assigns the use of appropriate space for both the instructional program in this area and the practice by students in exercising their responsibilities and privileges within the school. (1,3)
16. The principal should stress the role of the individual in a democracy during staff meetings. (2)
17. Circulate appropriate literature among the staff. (2)
18. Organize appropriate dramatic productions using citizenship as a theme. (3)
19. Provide as much as possible opportunity to vote, hold office. (2,3)
20. Punish fairly for rule infraction. (3)
21. Commands respect of faculty and students. (2,3)
22. Sets aside time for citizen role in community. (5)
23. Knows how and provides for student government and participation. (5)
24. Supports school time and programs for this goal. (5)

Goal #10: knows how and where to seek employment and is able to apply for a job and participate in a job interview.

1. Supports and understands career education. (1)
2. Knows how to and supports programs for education credits in this area. (1)
3. Plans flexibility in schedule so students may work and gain experience. (3)
4. Recognize need for students to possess skill. (3)
5. Provide such experience in the curriculum. (1)
6. Involvement of community. (5)
7. Works with curriculum director and staff in planning curriculum. (1,2)
8. Offers wide curricular offerings. (1)
9. Help counselor, librarian, and teachers procure data on all jobs available in community, what each job requires. (2)
10. Visit labor department for information, invite businessmen to talk with students. (5,3)
11. Offer cooperative work-study programs. (1,3)
12. To collect data from local State Employment Agency concerning employment. (2,3)
13. Reads local and state papers on employment. (2,3)
14. Prepares and makes available personal and professional data. (2)
15. Give assistance to teachers and students concerning employment opportunities. (2,3)
16. Include vocational information in the instructional and guidance program. (3)
17. Emphasize career education and vocational programs. (3)
18. Include business English for those not preparing for college. (3)
19. Gives personal supervision to this important part of the curriculum. (1,3)
20. Plans and implements a program for pupils to work part-time under school supervision. (3)
21. Provides a program of job placement as a part of the school's responsibility in this area. (3,2)

22. Organize staff field trips to various community business organizations. (2,5)
23. Gather factual information on the local job market. (3)
24. Encourage the presentation of job interview skills by the faculty to the students. (2,3)

Goal #11: respects and cares for the property of his employer and fellow workers.

1. Set an example by protecting school property. (4)
2. Sponsor projects that add to attractiveness of school. (4)
3. Require that students respect property of other students. (3)
4. Formulates cooperatively school regulations in this regard. (4)
5. Has sanitation, safety, etc., programs at periodic intervals. (4)
6. Develop an operating inventory system for the school. (3)
7. Provides safekeeping for employees and students' personal property. (2,3)
8. Never takes advantage of his role to use employer property for personal use. (2)
9. Realizes that ultimately he is accountable and responsible for all property under his control. (4)
10. Delegate authority and responsibility to each teacher and worker for certain sections of property. (2,4)
11. Adhere to and enforce school law and school board policy by periodically checking conditions of property and requesting appropriate maintenance. (7,4)
12. Works with staff in planning activities. (2)
13. Invite resource people of community to discuss with student what business employer expects of employees. (5)
14. Demonstrates to pupils and others his attitudes and respect by practicing the proper care and maintenance of the school plant which he operates and manages. (4)
15. Holds regular conferences to encourage the support of both teachers and pupils in caring for the school plant. (4,3)
16. Plans and organizes custodial personnel and teachers and pupils to assume a role and responsibility in the care of the physical plant provided for their use. (4,2,3)
17. Gather information relative to the cost of operation and maintenance of the school plant. (6)
18. Conduct staff sessions on maintenance of appropriate school equipment. (2,4)
19. Secure funds for out-of-school equipment maintenance. (4)
20. Lead teachers to have students to clean up desk and work area. (2,3)
21. Have students establish school work habits. (3)

Goal #12: recognizes that work is necessary and desirable.

1. Create an atmosphere which fosters interest and enthusiasm for work. (4)
2. Eliminate teachers who complain about their work. (2)
3. Insist that the dignity of work be stressed in classwork. (2,3)
4. Initiate work programs for students to earn money. (3)
5. Spends appropriate time in supervision of instruction as well as administration. (1,2,3)
6. Plans and programs instructional activities that are designed to show the necessity and desirability of work. (1)
7. Selects and purchases materials and media that show the value and necessity of work in our society. (4)

8. Provides opportunities within the school for pupils to recognize their learning activities as a form of work and its relationship to work in the real world. (2)
9. Implements a well-balanced curriculum. (1)
10. Develop a plan for educational credit for work experience. (1)
11. Provide for student work and volunteer work on campus. (2)
12. Use outside workers in class and career guidance, etc. (4)

Goal #13: understands and accepts the relationship of rights to responsibility.

1. Stress the association of rights to responsibilities during staff meetings. (3)
2. Leads the development of student rights and responsibilities policy. (3)
3. Can clearly define each staff rights and responsibilities. (2)
4. Develops a parent statement on R & R and has a home-school program. (5)
5. Allow students to be responsible for doing things. (2)
6. Delegate responsibility along with rights and privileges to students, teachers, and service workers. (2,3,4)
7. Require that teachers explain the responsibility that goes with job. (2)
8. Makes an administrative decision on transfer of a student or teacher. (2,3)
9. Takes a position in light of all facts presented and policy on dismissal or suspension. (2)
10. Is objective as possible in teacher evaluation. (2)
11. Stresses the need among teachers to implement classroom practices that demonstrate the relationship of rights to responsibilities in classroom management. (2)
12. Plan and supervise in-service or staff development programs related to classroom practices in this area. (2)
13. Plan with teachers instructional activities designed to give emphasis to this goal. (1,2)
14. A well-balanced curriculum should be implemented to the extent that each individual will see that he cannot live alone. (1)

Goal #14: knows how and where to obtain additional training and education.

1. Insure that youth understand all options. (2)
2. Makes a decision as to the degree or program desired based on needs assessment. (4)
3. Makes choice relative to matriculation in regard to commuting during school year, leave for quarter, summer session, etc. (4)
4. Maintain adequate guidance service for former students. (3)
5. Hold career and education programs using community. (5)
6. Permit students to visit training agencies. (3)
7. Obtains all bulletins from nearby colleges. (3)
8. Post all information about colleges on bulletin board so that all may take advantage of the information. (3)
9. Plans and directs a program of guidance and counseling related to pupil needs for further education in achieving occupational and professional goals. (3)
10. Selects and purchases materials, catalogs, bulletins, etc., relating to all types of post secondary institutions. (3)
11. Plans and assigns the use of space for guidance and counseling activities in the school. (4)
12. Collect and house graduate catalogues in an appropriate location at the school. (4)

13. Post printed circulars pertinent to current graduate course offerings. (4)
14. Encourage staff participation in workshops, seminars, and advanced study. (2)
15. Provide vocational counseling. (3)
16. Hold career day programs. (3)
17. Establish college career corner in library. (3)
18. Strengthen library skills. (3)
19. Promote use of library. (3)
20. Uses community leaders and consultants. (5)
21. Develop and operate a staff development program. (2)
22. Understands and supports career guidance and planning for all students. (3)
23. Lead faculty into counseling students generally. (2)

Goal #15: takes pride in workmanship and accomplishment.

1. Through conferences with teachers stresses the importance and value of workmanship and accomplishment in all professional activities. (2)
2. Demonstrates to both teachers and pupils a feeling and attitude of pride in the individual accomplishment of teachers and pupils for excellent and outstanding performance in the program of the school. (2,3)
3. Gives recognition through a variety of means to both pupils and teachers who have done their work well. (2,3)
4. Create an atmosphere which fosters interest and enthusiasm for learning and teaching. (4)
5. See that teachers demand the best work that each student can perform. (2)
6. Have displays organized for good work of all types. (4)
7. Leads teachers on teaching each student to do his best all the time. (2)
8. Develops an effective staff development program and accomplishes goals within time set. (2)
9. Writes letters of appreciation to those persons that have participated or contributed time to school related activities. (2,3,5)
10. The principal shares his own accomplishments with the staff. (2)
11. The principal provides positive reinforcers to desirable examples of workmanship of the staff and students. (2,3)
12. The principal recognizes the accomplishments of staff members and students. (2,3)
13. Assist faculty in curriculum planning and goal objectives that aid the study in setting up personal goals for his own workmanship and accomplishment. (2)
14. Develops a plan to give recognition to those who do well. (2,3)
15. Review and give help to staff in their efforts. (2)
16. Recognize staff for student learning. (2)
17. Recognize work of students with varying learning styles. (3)

Goal #16: has the knowledge and skills for managing personal finances.

1. Assists staff (professional and non-professional) in getting information and help. (2)
2. Leadership to get included in school curriculum. (1)
3. Provides time for discussion and study in staff meetings. (2)
4. Sets up programs that a maximum number of students can study and practice financial responsibility. (1)
5. Include provisions for units on personal money management. (1)
6. Have faculty demonstrate how the school lives within a budget. (2)
7. Stress a good example by faculty. (2)

8. Insure appropriate curriculum experience. (1)
9. Plans and programs instructional activities designed to teach knowledge and skills for managing personal finances. (1)
10. Provides opportunities for teachers and pupils to participate in the preparation and development of the school budget. (2,3,6)
11. Through conferences interprets the budget of the school and presents the practices followed by the school in the management of its fiscal needs. (6)
12. The principal is familiar with and practices accurate maintenance of financial records and fiscal management. (6)
13. The principal establishes long range financial goals and outlines methods of obtaining these goals. (6)
14. Mathematics teachers should plan for foundations in math and economics. (1)

Goal #17: values and seeks sound mental and physical health through good nutrition.

1. Have local authorities give course in nutrition. (1,5)
2. Offer course for parents; TV programs. (5)
3. Encourage laboratory experiments to show value of good nutrition. (1)
4. Encourage faculty to keep trim and fit. (3)
5. Encourages teachers to share meals with students in the school lunchroom in preference to promotion of snacks sold in the school. (2)
6. Attends lunchroom managements meetings. (2)
7. Adjust school schedule if necessary to insure each student adequate time to eat. (4)
8. Develop mini-courses, etc., for students. (1)
9. Plans and directs adequate food service program for the school. (4)
10. Encourages and supports the development of an instructional program around good nutrition and its impact on the development of sound mental and physical health. (1)
11. Interprets the food service program and its contribution to good health to the people in the community. (5)
12. Offer well-directed home economics studies for both sexes. (1)
13. Have functioning student nutrition committee to work with school nutritionist. (2)
14. See that school lunch program practices good nutrition. (4)
15. Encourage participation in school lunch program. (3)
16. Encourages lunchroom participation. (3)
17. Develops good P.E. and Health programs. (1)
18. Recognizes and rewards good mental and physical health instruction. (2)

Goal #18: desires to acquire and maintain a healthful natural and physical environment.

1. Initiates programs to make school a beautiful and healthy place to live. (4)
2. Maintain a healthful environment at school. (4)
3. Take field trips to see ecological damage or repair of damage. (1)
4. Have science courses stress relation of man to environment. (1)
5. Has an operational plan for attractive bulletin boards, displays, flowers, plants (inside and outside), library and centers of interest. (4)
6. Cultivates appreciation for the aesthetic values through art, music, health and physical education, etc. (1)
7. Has supervised garbage pickup regularly. (4)

8. Keeps paper, cans, and waste paper off campus. (4)
9. Has assembly programs where cleanliness is stressed. (3)
10. Has campus beautification programs. (3)
11. He exemplifies and encourages a sensible physical fitness program for the staff and students. (2,3)
12. He encourages the staff and student body to assess and improve, if necessary, the physical environment of their own environment. (2,3)
13. Continually assesses the sanitary condition of the school plant. (4)
14. Directs the activities of custodial personnel maintaining the facilities of the school in a healthful and sanitary condition. (4)
15. Continually assesses the sonic, visual, and thermal conditions in the school and directs the implementation of needed adjustments and changes wherever required. (4)
16. Urge every teacher to be aware of need for ecology and teaching every child to love and appreciate healthful environment. (2)
17. Works with staff in planning and organizing. (2)
18. Involves students in their own school beauty and environment. (3)
19. Leadership to have this included in instructional program. (1)
20. Involving students in school and community beautification project. (3,5)
21. Encourage applied learning experience for student environmental improvement. (3)

Goal #19: practices responsible behavior when using public and private facilities.

1. Develops a guide for school and student behavior in the community. (3)
2. Determine the behavior acceptable in your community and act accordingly. (5)
3. Involve staff in accepting this as an educational outcome. (2)
4. Have staff work with students in establishing code of behavior during school and at school events beyond school hours. (2)
5. Initiate programs that will give students an opportunity to practice this. (3)
6. Demonstrate responsible use of school plant. (4)
7. Stress responsibility of staff and students for proper use of school. (2,3)
8. Have explanation of cash of needed repairs. (6)
9. Makes sure that facilities are in as good or better condition after using than they were before use. (4)
10. Obeys all fire rules of facility. (4)
11. Social activities in the school or community. (5)
12. Is exemplary in demeanor to youth groups. (5)
13. Plans and programs instructional activities designed to teach desirable behavior toward the use of public and private facilities. (1)
14. Encourages teachers and other school personnel to practice responsibility toward the use of public and private facilities. (2)
15. Develops policies and practices relating to disciplinary action when irresponsible behavior is practiced. (3)
16. Encourages the staff to stress responsible behavior of students during field trips and in their daily lives. (2)

Goal #20: has the skills necessary for further study or for entry directly into the world of work. Possesses the attitudes and personal values that enable him to overcome adversity.

1. Plan and program the facilities that are essential for the support of a program in occupational education. (4)

13. Plan and give direction to a program of student activities designed to practice democratic ideals in the school. (3)
14. Plan and provide facilities for students to have the opportunity to plan and practice democracy in their everyday lives at school. (4)
15. Student discipline policies reflect this goal. (3)
16. Involves students in formulating discipline policies. (3)
17. Promote democratic government. (3)

Goal #23: knows and practices socially acceptable behavior.

1. Principal, faculty, and staff should set the example, and teach by word and action the best accepted behavior. (2)
2. Teach what is acceptable by group, class, and/or community. (3)
3. Supports the development of statements of such behavior. (2)
4. Provide instructional program. (1)
5. Involves the home in the educational process. (5)
6. Plans and programs instructional activities designed to teach the meaning and consequences of alternative forms of social behavior. (1)
7. Provides opportunity through the instructional program to understand the extent and consequence of socially unacceptable behavior in the adult life and in the real world. (1)
8. Plans and implements activities within the school which encourages pupils to practice and continually assess the acceptability and consequences of their own behavior. (3)
9. Discusses with staff criteria for determining socially acceptable behavior in that operational environment. (2)
10. Choose teachers whose behavior is socially acceptable. (2)
11. Have students and parents set up social code for students. (5)

Goal #24: understands the emotional and social aspects of human sexuality.

1. Choose teachers who set example. (2)
2. Have many opportunities for guidance by all faculty members. (2)
3. Follows school board policy as to the curriculum in this regard. (1)
4. Invites state consultants in this area to provide materials. (1)
5. Knows and respects the position of parents on the issues. (5)
6. Put this program over to students in an acceptable way. (3)
7. Discuss the subject intelligently with staff and parents. (2)
8. Assist staff to formulate appropriate curriculum guide. (2)
9. Provides programs and handles problems fairly. (3)
10. Is aware of equality of sexes and has policies. (2)
11. Understands community pressures and limitations. (5)
12. Uses doctors and ministers as consultants in courses relating to family living. (1)
13. Gives leadership and direction in the development of a program of sex education acceptable to the community. (1)
14. Interprets the need and justification for an instructional program that teaches children and youth about the emotional and social aspects of human sexuality. (1)
15. Assess the successes and failures of the instructional program in this area and directs needed changes when they are required. (1)

Goal #25: has a tentative occupational or career goal and possesses an educational plan to achieve it.

1. Analyze and interpret effectively the results of evaluation for the achievement of stated goals, or the need for further diagnosis. (3)

2. Initiate a guidance program. (3)
3. The selection of the counselors to head up this is too important. (2)
4. Support a good guidance program. (3)
5. Provide curriculum that permits explanation of careers. (1)
6. Encourage students to set realistic and attainable goals. (3)
7. He is familiar with the qualifications for a variety of school oriented job titles. (2)
8. He outlines goals and methods of obtaining these goals. (2)
9. Plans and programs an adequate exploratory program in career education. (1)
10. Plan the use of facilities to provide space for this activity. (4)
11. Encourages teachers to help students determine their career goals as soon as possible. (1)
12. Guide students in studying for college or vocational training that will help achieve that goal. (3)
13. Offers variety in currciulum. (1)
14. Has a plan for continuing education himself. (2)
15. Takes leadership in developing career guidance and planning. (3)
16. Supports rewards for and provides program and help for career planning. (3)
17. Schedule curricular experiences to achieve objectives. (1)
18. Movement of guidance into curriculum. (3)
19. Arrange staff development for each teacher to assume role. (2)

Goal Statement Number	Total # of Principal Performance	Breakdown by Functional Areas of Responsibility						
		1*	2	3	4	5	6	7
1	29		11	2	5	6		
2	31	9	7	6		8		1
3	23	5	4	9	4			1
4	18	3	5	4	1	5		
5	16	5	2	3		4		2
6	17	2	2	6	7			
7	23	6	6	5	3	3		
8	19		8	7	2	2		
9	24	3	4	8		8	1	
10	24	7	2	12		3		
11	21		3	4	12	1	1	
12	12	4	4	1	3			
13	14	1	8	3	1	1		
14	23		4	12	5	2		
15	17		11	3	2	1		
16	14	6	4				4	
17	18	6	4	3	3	2		
18	21	4	3	5	8	1		
19	16	1	4	4	4	2	1	
20	11	2	1	3	3	1	1	
21	14	3	9	1		1		
22	17	1	6	6	2	1		1
23	11	3	4	2		2		
24	15	6	5	2		2		
25	19	5	5	8	1			
Grand Totals	467	87	126	119	66	56	8	5

*Please use the key on the following page of this document.

KEY

1. Curriculum/Instruction
2. Staff Personnel
3. Student Personnel
4. Support Management
5. School-Community Interface
6. Fiscal Management
7. System-Wide Policies and Operations

APPENDIX S

DATA: TIME-MOTION STUDY

TOTAL OF MINUTES PER DAY BY FUNCTIONAL AREA FOR ALL THOMAS COUNTY PRINCIPALS

Functional Area	M	T	W	T	F	Weekly Total
Curriculum and Instruction	50	11	206	10	75	352
Staff Personnel	758	389.5	591	311.5	457	2507
Student Personnel	501	679.5	746	389	682.5	2998
Support Management	406.5	472.5	423	597	427	2326
School-Community Interface	198	258	146	318	272	1192
Fiscal Management	50.5	64.5	83	83	46	327
System-Wide Policies and Operations	152.5	171	104	420	160	1007.5
Miscellaneous	400	502	248	280.5	319.5	1750
Unclassified	281.5	438	301	394	367	1781.5
					GRAND TOTAL	14241.0

SUMMARY OF TIME SPENT IN EACH FUNCTIONAL AREA IN TERMS OF AVERAGES FOR ALL THOMAS COUNTY PRINCIPALS

Functional Area	M	T	W	T	F	Average Min/Wk	Average Min/Day
Curriculum and Instruction	8.33	1.83	34.33	1.67	12.50	58.67	11.73
Staff Personnel	126.33	69.92	98.50	51.92	76.17	417.83	83.57
Student Personnel	83.50	113.25	124.33	64.83	113.75	499.67	99.93
Support Management	67.75	78.75	70.50	99.50	71.17	387.67	77.53
School-Community Interface	33.00	43.00	24.33	53.00	45.33	198.67	39.73
Fiscal Management	8.42	10.75	13.83	13.83	7.67	54.50	10.90
System-Wide Policies and Operations	25.42	28.50	17.33	70.00	26.67	167.92	33.58
Miscellaneous	66.67	83.67	41.33	46.75	53.25	291.67	58.33
Unclassified	46.92	73.00	50.17	65.67	61.17	296.92	59.38
						99.99	2848.20

TIME-MOTION DATA FOR

School A

Indicated in minutes for each day and
total week with appropriate averages and per cents

Functional Area	M	T	W	T	F	Weekly Totals Total Min.	Weekly Totals Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	0	4	0	5	10	19	.82	3.80
Staff Personnel	221	50	160	68	130	629	27.07	125.80
Student Personnel	47½	117	64	55	100	383.5	16.50	76.70
Support Management	14½	40	62	95	78	289.5	12.47	57.90
School-Community Interface	27	134	42	108	19	330	14.20	66.00
Fiscal Management	0	0	1	17	5	23	.99	4.60
System-Wide Policies and Operations	6½	11	0	6	2	25.5	1.10	5.10
Miscellaneous	102½	115	93	59	55	424.5	18.27	84.90
Unclassified	34	15	23	76	52	200	8.61	40.00
TOTALS	453	486	445	489	451	2324	100	464.80

TIME-MOTION DATA FOR

School B

Indicated in minutes for each day and
total week with appropriate averages and per cents

Functional Area	M	T	W	T	F	Weekly Totals Total Min.	Weekly Totals Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	0	0	0	0	0	0	0	0
Staff Personnel	119	78	96½	33	43	369.5	14.58	73.90
Student Personnel	137	88	123½	105	183½	637	25.14	127.40
Support Management	52	80	119	75	80	406	16.02	81.20
School-Community Interface	4	5	35	50	15	109	4.30	21.80
Fiscal Management	3½	25	0	0	0	28.5	1.12	5.70
System-Wide Policies and Operations	4	0	67	158	97	326	12.87	65.20
Miscellaneous	115	157	50	58	40½	420.5	16.60	84.10
Unclassified	54½	65	31	32	55	237.5	9.37	47.50
TOTAL:	489	498	522	511	514	2534	100	506.80

TIME-MOTION DATA FOR
School C

Indicated in minutes for each day and
total week with appropriate averages and per cents

Functional Area	M	T	W	T	F	Weekly Totals Total Min.	Weekly Totals Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	0	0	0	0	18	18	.8	3
Staff Personnel	70	41	76	33	79	299	13.9	59.8
Student Personnel	125	157	219	97	196	794	35.5	158.8
Support Management	84	61½	34	143	64	386.5	17.3	77.3
School-Community Interface	43	40	2	98	54	237	10.6	47.4
Fiscal Management	10	5½	3	6	1	25.5	1	5.1
System-Wide Policies and Operations	25	9	15	19	0	68	3	13.6
Miscellaneous	9	19	5	2	5	40	1.8	8
Unclassified	62	89	98	62	60	371	16.6	74.2
TOTALS	428	422	452	460	477	2239	100	447.8

TIME-MOTION DATA FOR
School D

Indicated in minutes for each day and
total week with appropriate averages and per cents

Functional Area	M	T	W	T	F	Weekly Totals Total Min.	Weekly Totals Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	40	7	206	0	0	253	9.68	50.60
Staff Personnel	111	40	72	94½	94	411.5	15.75	82.30
Student Personnel	51	121	88	35	16	311	11.90	62.20
Supoort Management	55	132	57	128	87	459	17.57	3.51
School-Community Interface	82	53	11	45	154	345	13.20	2.64
Fiscal Management	0	0	19	28	0	47	1.80	.36
System-Wide Policies and Operations	30	15	5	49	46	145	5.55	1.11
Miscellaneous	52	91	23	57½	78	301.5	11.54	2.31
Unclassified	60	150	52	68	10	340	13.01	2.60
TOTALS	481	609	533	505	485	2613	100	522.60

TIME-MOTION DATA FOR
School E

Indicated in minutes for each day and
total week with appropriate averages and per cents

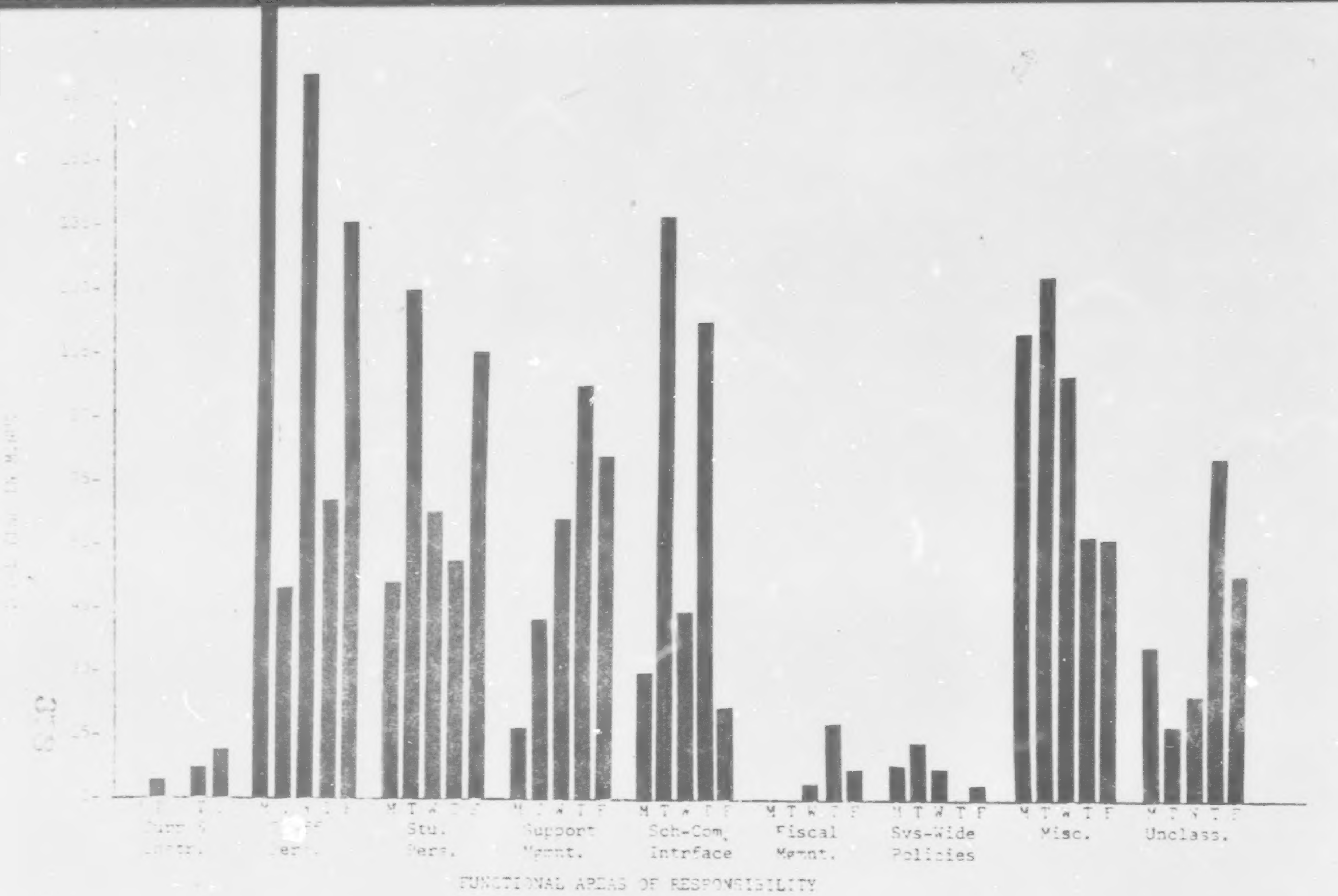
Functional Area	M	T	W	T	F	Weekly Totals: Total Min.	Weekly Totals: Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	0	0	0	5	0	5	.23	1
Staff Personnel	125	62½	93	24	83	387.5	17.69	77.50
Student Personnel	72½	112½	126	24	83	418	19.09	83.60
Support Management	119	104	50	74	37	384	17.53	76.80
School-Community Interface	0	8	33	7	13	61	2.78	12.20
Fiscal Management	30	20	59	32	5	146	6.65	29.20
System-Wide Policies and Operations	33	53	0	98	10	194	8.85	38.80
Miscellaneous	83½	81	41	57	56	318.5	14.54	63.70
Unclassified	18	32	33	64	130	277	12.64	55.40
TOTALS	481	473	445	385	417	2191	100	438.2

TIME-MOTION DATA FOR

School F

Indicated in minutes for each day and
total week with appropriate averages and per cents

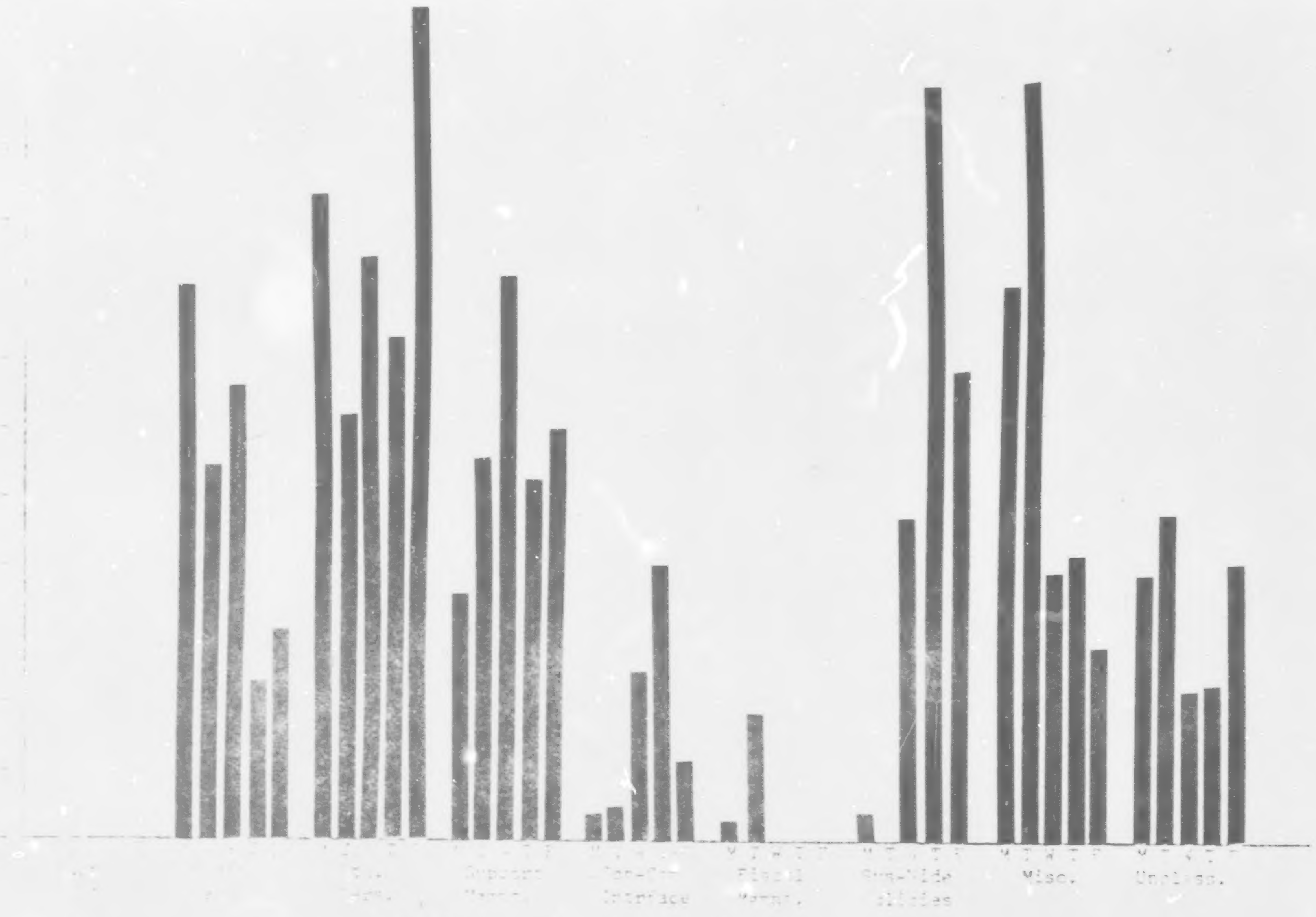
Functional Area	M	T	W	T	F	Weekly Totals Total Min.	Weekly Per Cent	Average Min. Per Day
Curriculum and Instruction	10	0	0	0	47	57	2.44	11.40
Staff Personnel	112	118	93½	59	28	410.5	17.54	82.10
Student Personnel	68	84	125½	73	104	454.5	19.42	90.90
Support Management	82	55	101	82	81	401	17.14	80.20
School-Community Interface	42	18	23	10	17	110	4.70	22.00
Fiscal Management	7	14	1	0	35	57	2.44	11.40
System-Wide Policies and Operations	54	83	17	90	5	249	10.64	49.80
Miscellaneous	38	39	36	41	85	245	10.47	49.00
Unclassified	53	87	64	92	60	356	15.21	71.20
TOTALS	466	498	461	453	462	2340	100	468



School A

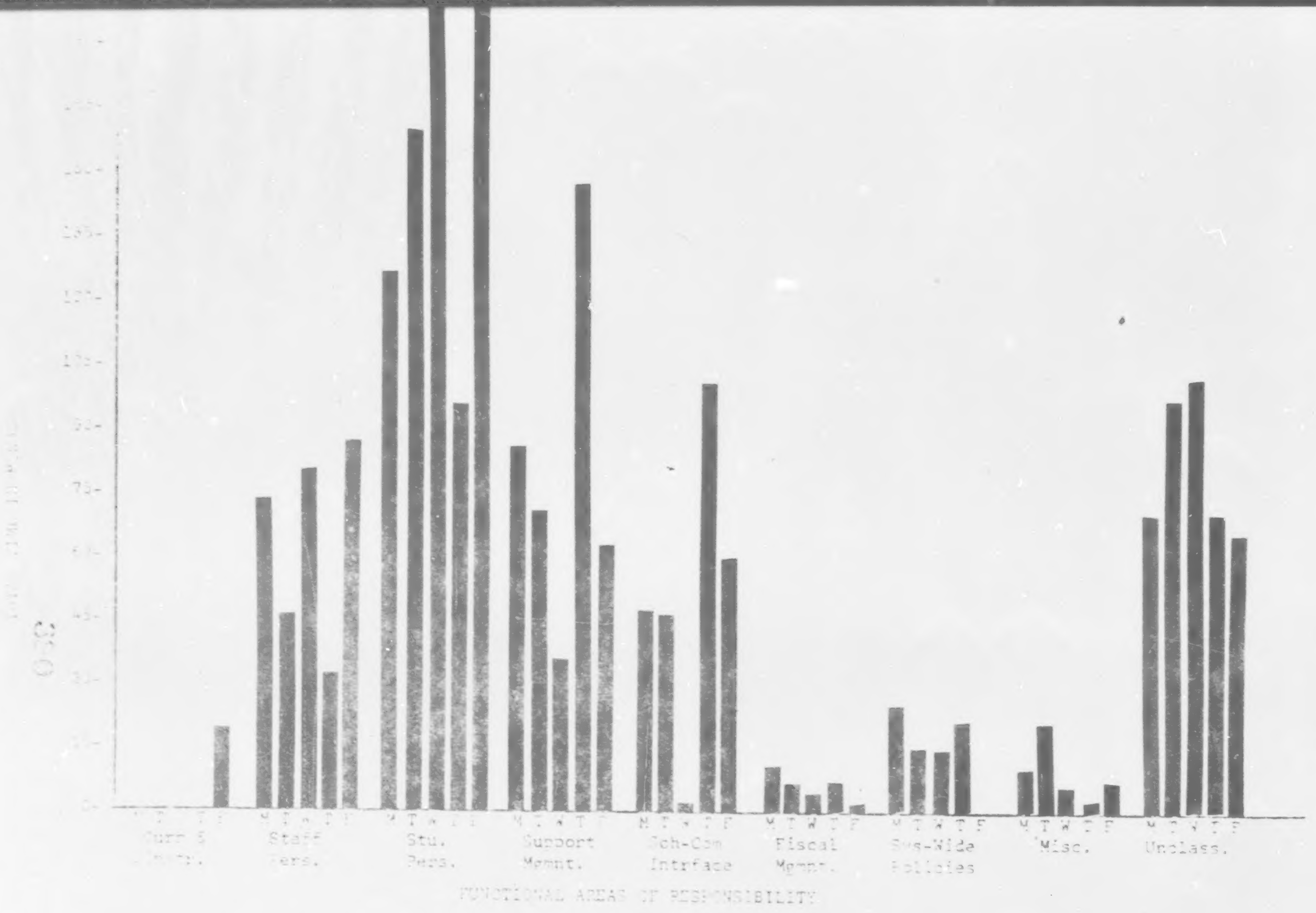
Principal

Observation Period 1/28/74-2/1/74



B

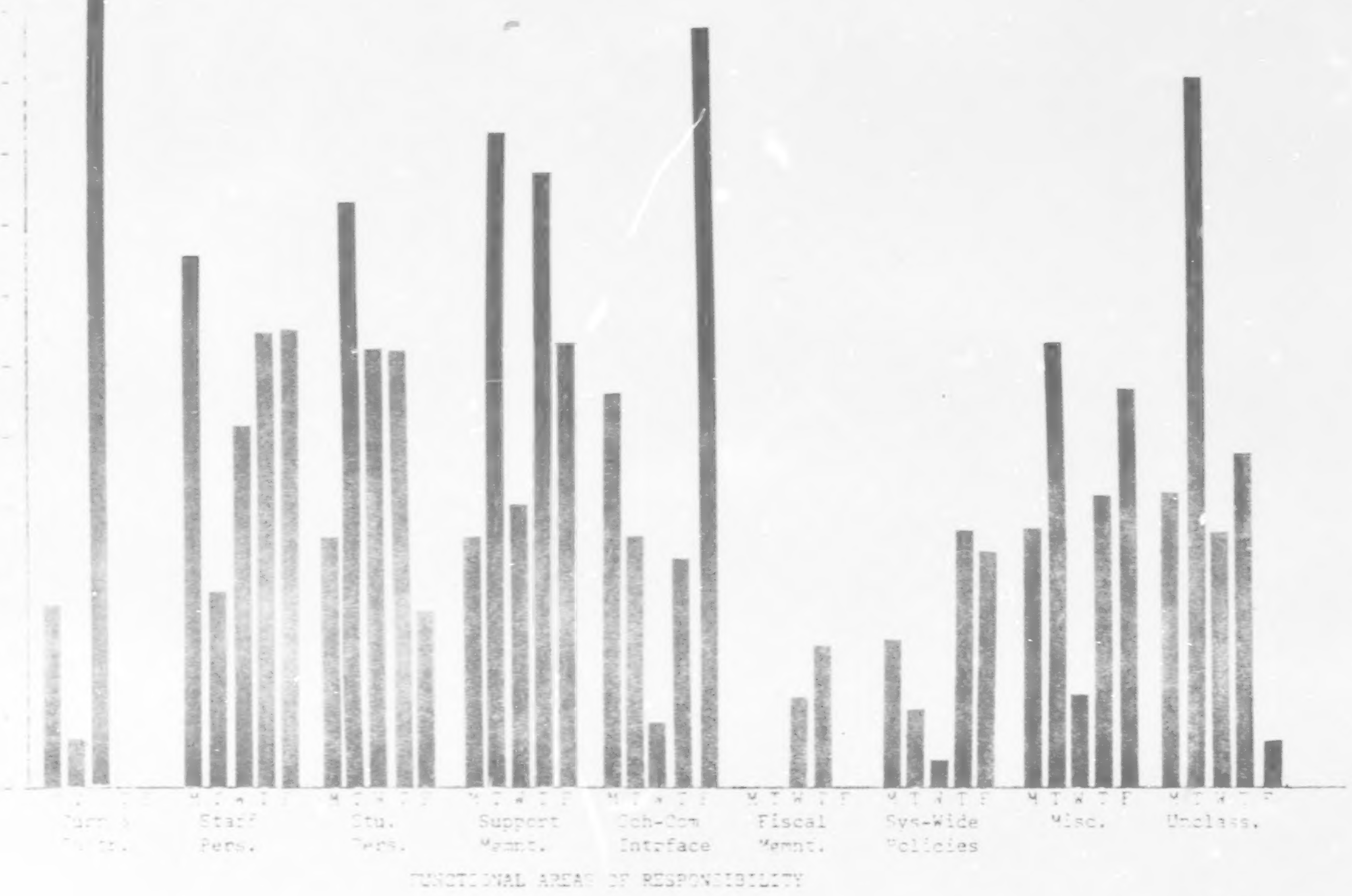
Observation Period 1/28/74-2/1/74



School C

Principal

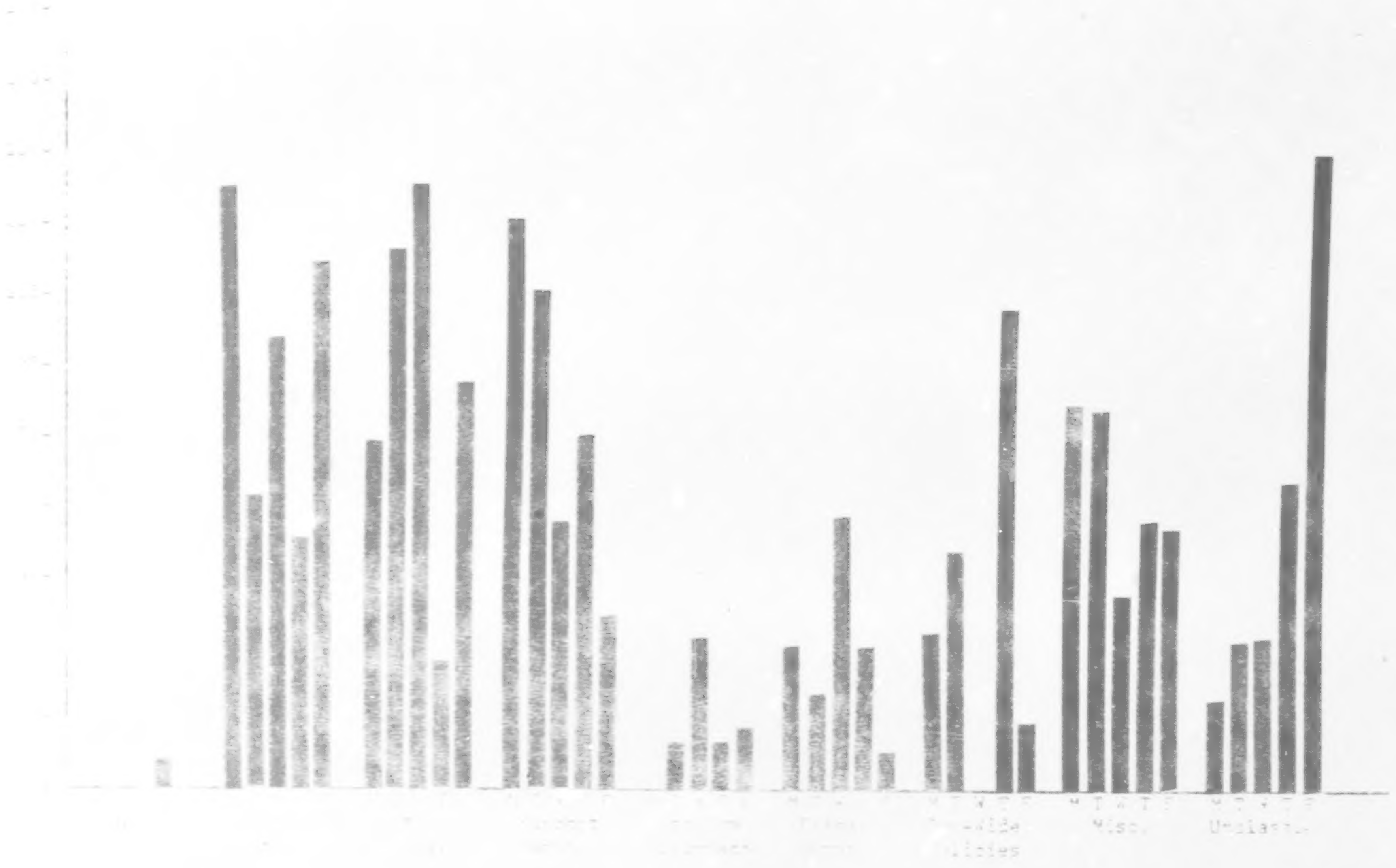
Observation Period 1/28/74-2/1/74



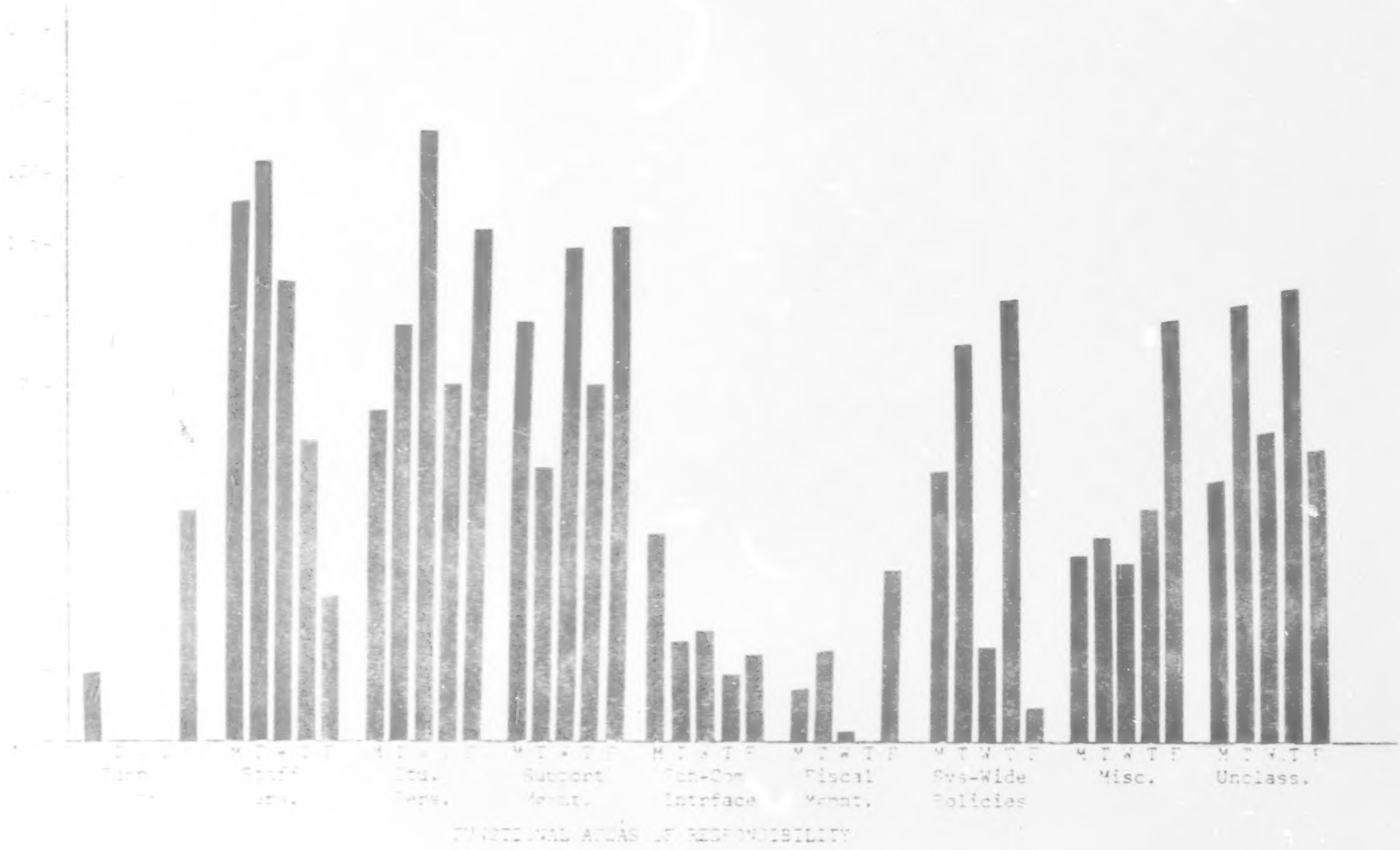
School D

Principal ______

Observation Period 1/28/74-2/1/74



Observation Period 1/28/74-2/1/74



Unit F Principal ______ Observation Period 1/28/74-2/1/74

APPENDIX T

MATERIALS USED FOR DEVELOPING GENERIC COMPETENCIES

Results
Oriented
Management
in
Education

University of Georgia
College of Education
G-10 Aderhold Hall
Athens, Georgia 30602
Phone 404 - 542-3343

MEMORANDUM

TO:

FROM: Edward A. Poole, Deputy Director

DATE: June 5, 1974

I am writing to ask your assistance in the completion of an important task in Project R.O.M.E. (Results Oriented Management in Education). The six principals in Thomas County have been working during the 1973-74 school year with the University of Georgia, a committee from the Teacher Education Council, and the Georgia Department of Education in identifying and developing competencies for public school principals in the State of Georgia.

That part of Project R.O.M.E. concerned with principal competencies was initiated during the 1973-74 fiscal year. As the Project continues next year, objectives include efforts directed toward improving preparation programs for public school administrators through active involvement of colleges and universities and public school administrative personnel in the state. Objectives also include collecting information useful to the Georgia Department of Education in moving toward competency based certification and in-service training programs for administrators.

To date, 306 administrative competencies have been identified and classified into seven categories: Curriculum-Instruction, Staff Personnel, Student Personnel, Support Management, School-Community Interface, Fiscal Management, and System-Wide Policies and Operations. These 306 competency statements have been randomly assigned to one of three lists. Therefore, you are being asked to respond only to 102 statements, rather than the entire list. Eighty-four principals, fifteen superintendents, twenty members of the State Department of Education, and fifteen college instructors are being asked to verify the competency statements.

Without your input, the Project cannot move forward to accomplish its goals and objectives. We appreciate your participation and assistance. Please complete the response sheet and background information sheet and return it in the self-addressed, stamped envelope within the week if possible.

EAP:dkw

Results
Oriented
Management
in
Education

University of Georgia
College of Education
G-10 Aderhold Hall
Athens, Georgia 30602
Phone 404 - 542-3343

June 5, 1974

Dear Principal:

Within the last few days, you received a letter from Clarence Lambert requesting your assistance in our Project. Mr. Lambert indicated that you would be asked to respond to a questionnaire concerned with administrative competencies.

Project R.O.M.E. (Results Oriented Management in Education) is committed to the task of identifying and developing competencies for public school principals in the State of Georgia. The Project is a cooperative effort involving the Georgia Department of Education, the Department of Educational Administration at the University of Georgia, and the Thomas County School System.

That part of Project R.O.M.E. concerned with principal competencies was initiated during the 1973-74 fiscal year. As the Project continues next year, objectives include efforts directed toward improving preparation programs for Public School Administrators through active involvement of colleges and universities and public school administrative personnel in the state. In addition, objectives include collecting information useful to the Saate Department of Education in moving toward competency based certification and in-service training programs.

You are being asked to perform a very necessary and vital function at this time. Without your input, the Project cannot move forward to accomplish its goals and objectives. We appreciate your participation and assistance. Please complete the response sheet and background information and return it in the self-addressed, stamped envelope within the week if possible. Thank you again.

Sincerely yours,

Edward A. Poole

Edward A. Poole
Deputy Director

EAP:dkw

Enclosures

DIRECTIONS

We are requesting you to make personal judgments of the attached administrative competency statements in terms of their place in an "optimally" functioning school program. In a real sense we desire to know your thinking about the "ideal" use and importance of the competency statements. A key has been devised for making judgments about the competency statements. As you proceed through the items, please use your personal knowledge, perspective, and experience in selecting values from the key.

Read each competency statement separately and do the following:

a. Using the key at the top of each response sheet, select a numerical value that best represents your judgment concerning the "ideal importance of the competency statement" and its "optimal frequency of use." For example, if you feel that competency statement number one is high in "ideal importance" and average (34% to 66% of time) in "optimal frequency of use" you would select number nine (9). If you feel that competency statement number one is low in "ideal importance" and high (76% to 100% of time) in "optimal frequency of use" you would select number five (5). For each statement, select the rating category that best fits your judgment of the competency in an "optimally" operating school program.

b. After selecting a numerical value that represents your judgment of a particular statement, circle the number corresponding to your choice in the appropriate place on the response sheet provided.

Remember to judge each statement separately using the key. Note that your response sheet has more spaces than needed. Please use only the number of spaces on your response sheet necessary to arrive at one rating for each statement.

PLEASE USE THE ENCLOSED STAMPED ENVELOPE TO RETURN YOUR RESPONSE SHEET AND THE REQUESTED BACKGROUND INFORMATION WITHIN ONE WEEK OF DATE RECEIVED. IF YOU ARE UNABLE TO RETURN IT WITHIN THE REQUESTED TIME PERIOD, PLEASE RETURN THE FORMS AS SOON AS POSSIBLE.

Thank you.

BACKGROUND INFORMATION

In order to describe the various judging populations used in evaluating the competency statements, the following information is respectfully requested.

Age ________ Sex ________

Educational level: Bachelors ________
(check one)
Masters ________
Masters + ________
Doctorate ________

Current position ____

Position held prior to current position ______________________________

Number of years in current position ______________

Number of years in position prior to current position ______________

Total years of experience in Public and Private education ______________

FORM 1
Curriculum/Instruction

1. Includes interests of students in designing new curriculum

2. Establishes curriculum committees to plan for the use of instructional materials

3. Conducts needs assessment by having parents, students, and professional personnel prioritize the Goals for Georgia

4. Utilizes field trips, audio-visual, and other teaching aids in enriching the instructional program

5. Considers individual differences between students when developing instructional procedures

6. Matches decision making skills of teachers to particular curriculum and instruction problems

7. Uses curriculum evaluation data in developing new curriculum

8. Includes teachers in designing methods for evaluating instruction

9. Utilizes professional associates, specialists, etc., in developing a new curriculum

10. Reviews instructional material for use in the classroom

11. Makes use of standardized instruments when evaluating the educational program

12. Maintains an adequate achievement testing program for diagnostic and educational purposes

13. Periodically assesses the effectiveness of teaching methods

14. Designs instructional objectives in line with system-wide instructional goals

15. Develops instructional units to achieve educational goals and objectives

16. Plans instructional units that include specific behavioral objectives for learners

17. Plans curriculum schedules that reflect staff curriculum organization (e.g., time, place, subject matter, staff)

18. Structures learning experiences to be consistent with established educational objectives

19. Assists teachers in developing skills related to solving instructional problems

20. Works with teachers in evaluating the instructional climate in the classroom

Form 1
Curriculum/Instruction (Continued)

21. Assists teachers in interpreting standardized test results

22. Identifies various standards and procedures for evaluating the effectiveness of instruction

23. Uses parents, teachers, and students in evaluating the school curriculum and instructional program

24. Identifies alternative educational plans for students consistently failing as a result of regular classroom instruction

25. Designs a curriculum which meets individual learner needs

26. Utilizes laymen and experts for evaluating the school curriculum and instructional program

27. Works with teachers in designing classroom environments conducive to learning

28. Utilizes research evidence in the professional literature when planning educational programs

29. Utilizes age-grade distributions of students in formulating instructional needs

30. Establishes appropriate procedures for evaluating progress toward instructional objectives

31. Plans student performance criteria in subject matter areas with teachers

32. Includes parents, teachers, and students in planning educational programs

33. Aids the classroom teacher in formulating learning strategies for students

34. Establishes educational objectives and goals to adequately reflect community needs

35. Has weekly meetings with department heads to discuss curriculum problems

36. Circulates a bulletin or newsletter periodically describing what is being done in the school's subject matter areas

37. Provides for teacher suggestions in designing new curricula

38. Organizes regularly scheduled meetings with instructional staff to assess attainment of instructional objectives

39. Establishes procedures for modifying curriculum content and organization

Form 1
Curriculum/Instruction (Continued)

40. Utilizes instructional models as a basis for making curricular decisions

41. Employs valid behavioral criteria in evaluating the effectiveness of curricula

42. Designs a system for developing school curricula and objectives

43. Evaluates materials used for instruction

44. Assesses curriculum effectiveness

FORM 2
Staff Personnel

1. Assigns decision making tasks to lower staff commensurate with their organizational responsibility

2. Stimulates faculty to participate in educational conferences held within school and/or district

3. Assesses individual differences among staff to facilitate more efficient utilization of skills and abilities

4. Gathers information about teaching practices by observing teachers in classrooms

5. Encourages staff to recognize and commend worthwhile accomplishments of students

6. Systematically plans for utilization of staff

7. Implements programs to solve classroom problems encountered by teachers

8. Uses in-service training to improve teaching personnel

9. Communicates to staff scheduled times and places for committee work

10. Conducts formal and informal surveys to assess staff interests and needs

11. Informs staff personnel of weekly calendar commitments

12. Interprets existing community concerns to professional school staff

13. Plans to increase teachers' understanding of students by allowing teachers to review students' cumulative records

14. Seeks content applicable to in-service training of personnel from a variety of sources

15. Communicates to staff available professional literature services

16. Communicates to school staff ways in which they can contribute to community improvement

17. Plans regularly scheduled teachers' meetings for discussing current, professional issues

18. Designs a system for involving teachers in evaluating the school's operation

19. Trains teachers in the use of a variety of media (e.g., audio-visual equipment, library resources, etc.)

20. Specifies job functions of the staff in behavioral terms

Form 2
Staff Personnel (Continued)

21. Plans informal interaction with teaching staff to discuss student progress

22. Communicates clearly defined policies and procedures for making instructional program decisions to staff

23. Incorporates a variety of evaluation procedures for staff members to evaluate their effectiveness

24. Designs staff workshops to meet particular program needs

25. Makes instructional staff assignments in a manner that best facilitates learning outcomes

26. Invites staff participation in decision making concerning school policies

27. Designs staff personnel policies and procedures for promotion

28. Holds periodic meetings with teachers to acquaint them with administrative policies and procedures

29. Interprets system decisions and priorities to the instructional and non-instructional staff

30. Schedules non-instructional activities for teachers (e.g., school assemblies, money collection, special events, etc.) to facilitate efficient operation of the school

31. Interchanges personnel within system to meet program needs

32. Disseminates recommendations for school program changes to the entire staff

33. Establishes evaluation guidelines allowing staff being evaluated to participate in selection of evaluation instruments

34. Plans to disseminate professional literature lists for instructional staff development

35. Includes staff in planning procedures for supervising personnel information

36. Writes administrative and/or supervisory bulletins to communicate district/school policies to staff

37. Communicates board recommendations to the staff for their suggestions and evaluation

38. Designs staff positions by using job analysis skills

39. Informs teaching staff of specific requirements for each teaching position in terms of needed preparation, training, and experience

Form 2
Staff Personnel (Continued)

40. Designs with staff the improvement of personnel welfare and employee benefits programs

41. Discusses behavioral management strategies with teachers

42. Assists teachers in developing more effective practices for attaining instructional objectives

43. Requires staff to effectively evaluate attitudes toward instruction

44. Establishes staff committees to study personnel problems and policies

45. Plans in-service training around the results of staff evaluation

46. Delegates responsibility for supervising teachers to department chairmen or subject matter consultants

47. Utilizes staff in planning procedures for solving professional problems

48. Plans a school insurance program for staff

49. Trains members of the professional staff to assume administrative roles in his absence

50. Encourages teachers to participate with their classes in state, local, or national contests

51. Organizes committees for studying professional staff salary schedules

52. Communicates instructional needs and expectations to staff

53. Plans adequate resources for staff to acquire instructional techniques and skills

54. Uses "expert" teachers as models for in-service training programs

55. Supplies staff with current information regarding possible personnel benefits within the existing school system

56. Interprets established salary schedules to staff

57. Explains professional evaluation procedures to staff

58. Exposes teachers to innovative and creative educational methods and instructional techniques

59. Formulates wage and salary plans for non-instructional personnel

60. Communicates to staff policies and procedures used for promotion

61. Selects prospective employees according to established employment guidelines

62. Advises teachers of individual student's rights and responsibilities

63. Uses consensual agreement as a means of solving staff differences concerning policies and procedures

64. Communicates to teachers the importance of objective pupil evaluation procedures

65. Maintains an orientation program for new staff members

66. Familiarizes assistant principal with all aspects of the school's administration

67. Communicates to staff proceedings of board of education meetings

68. Assess staff personnel policies (e.g., salary schedules, provisions for sick leave) to improve employment conditions

69. Communicates to staff the importance of professional identification and development

70. Obtains feedback from staff when implementing changes in district and school level administrative procedures

71. Writes notes of commendation to those who perform jobs well

72. Allows lower staff to make decisions concerning routine daily tasks (e.g., bus schedule, student discipline, building schedules, extra-curricular activities, organizations, etc.)

73. Utilizes appropriate techniques and instruments in evaluating the performance of non-instructional staff

74. Solicits administrative recommendations from professional staff concerning specific problems and issues requiring solutions

75. Trains teachers to lead groups and parent meetings

76. Confers with staff personnel concerning professional problems and issues

77. Evaluates the effectiveness of in-service training with instructional and non-instructional personnel

FORM 3

Student Personnel

1. Plans conferences to interpret the professional evaluating of students, to parents, teachers, counselors

2. Prioritizes student personnel problems needing solution

3. Evaluates student activities program

4. Plans policies and procedures regulating violations of school rules

5. Maintains policies and procedures governing student violations of school rules

6. Develops policies and procedures governing the grade placement of students

7. Schedules times to be available to students for informal interaction

8. Plans an adequate counseling program for students using school counselors and/or academic advisors

9. Collects follow-up information on former students to improve student personnel services

10. Implements a system to achieve regular attendance by students

11. Develops a plan to involve students in academic decisions

12. Solicits ideas and opinions from students in changing policies and operating routines of the school

13. Communicates with student representatives and groups (e.g., student government association, class officers) concerning student/school sponsored projects

14. Uses available community service agencies in planning a program to meet children's special needs

15. Posts weekly schedules of student activities and events to inform students of upcoming school activities and events

16. Evaluates the effectiveness of student personnel services

17. Supports school activities program by active participation and attendance

18. Maintains a system of child accounting and attendance

19. Identifies ways in which teachers can provide students with opportunities for self-evaluation

20. Organizes guidance and counseling services for students

Form 3
Student Personnel (Continued)

21. Establishes appropriate channels for assessing student complaints

22. Maintains cumulative records on students

23. Plans a student information record system as part of the school guidance program

24. Establishes a student committee for broadening the student activities program

25. Makes available to students occupational and educational information derived from community and professional sources

26. Commends students who are involved in outstanding academic projects

27. Designs student activities programs to reflect educational objectives of the school

28. Maintains standards for participation in student activities

29. Plans pupil and parent orientation meetings for new students to familiarize them with schools

30. Assess pupils' attitudes concerning the educational program

31. Takes effective action on discipline matters requiring his intervention

32. Utilizes teachers and other school personnel in designing guidance programs for students

33. Disseminates to students up-to-date publication of school rules, procedures, and regulations

34. Includes guidance personnel information when relevant to making decisions

35. Maintains a written statement of student rights and responsibilities within the school

36. Designs a guidance program which makes occupational and educational information available to students

FORM 4
Support Management

1. Establishes policies and procedures governing transportation emergencies
2. Organizes a committee to study school transportation problems
3. Implements an effective distribution and storage system for materials
4. Complies with all local, state, and federal health regulations affecting food preparation and services
5. Develops a system for implementing emergency drills
6. Orders necessary supplies according to budget guidelines
7. Establishes a system of rules and regulations governing transportation in accordance with national, state, and local laws
8. Informs staff of legal mandates that affect school operations
9. Schedules students' cafeteria times to facilitate efficient operation of food services
10. Organizes staff building and resources consistent with accomplishing educational goals
11. Coordinates non-instructional services to accomplish instructional goals
12. Requires personnel to follow existing transportation rules and regulations
13. Requires maintenance staff to evaluate school facilities and report maintenance and operation needs
14. Distributes rules and regulations governing safety procedures to appropriate personnel
15. Presents plans for financing new facilities to the board of education
16. Uses an inventory system to assess equipment needs
17. Communicates to the custodial staff the importance of maintaining the physical plant
18. Maintains necessary equipment and supplies to insure efficient maintenance of school plant
19. Coordinates services necessary for optimum utilization of existing facilities
20. Requires food service personnel to plan weekly menus

Form 4

Support Management (Continued)

21. Requires maintenance personnel to inspect transportation equipment regularly

22. Establishes a system of repair maintenance

23. Supervises the auxiliary services of the school

24. Establishes a system for training new maintenance personnel

25. Designs areas of the school plant to store materials and equipment

26. Uses valid assessment procedures in evaluating the physical plant

27. Employs qualified mechanics to maintain efficiency of transportation equipment

28. Plans registration times and procedures for the school

29. Develops systems required to meet state and local fire standards for safety

30. Supervises maintenance personnel in operating the physical plant

31. Periodically inspects school plant facilities

32. Establishes rules and regulations governing the appropriate use of school property

33. Supervises the cafeteria services

34. Answers questions raised by staff governing safety rules and regulations

35. Completes USDA forms required in purchasing commodities for school lunch program

36. Fulfills maintenance requests using budgetary guidelines

37. Develops a system of supply distribution

38. Initiates a system of preventive maintenance

39. Procures needed equipment, supplies, buildings, materials as needed t operate the school

40. Keeps legal documents explicating transportation system regulations

41. Assesses supply needs of the school

42. Schedules repairs in conjunction with maintenance staff

43. Evaluates the auxiliary services of the school

FORM 5
School-Community Interface

1. Establishes channels for obtaining evaluative feedback from community members regarding school programs

2. Works with professional groups in the community in designing plans for evaluating school-community projects

3. Utilizes appropriate data in analyzing enrollment projections

4. Incorporates available community resources into the curriculum plan

5. Plans regularly scheduled parent-teacher meetings

6. Writes press releases for publication in mass media (e.g., newspapers, radio, TV, etc.)

7. Designs a program for publicizing school operation to the community

8. Describes aims and goals of the school so they are clearly understood by members of the community

9. Develops communication channels with parents and local community

10. Determines services which the school can provide for community improvement

11. Conducts meetings with parents to explain the school's programs

12. Has regularly scheduled conferences with parents to discuss pupil progress

13. Evaluates conditions in the community affecting student performance in schools

14. Holds information exchange meetings with community organizations

15. Interprets the school's educational program objectives and board policies to the community

16. Asks for cooperation from community agencies in providing special services for the school

17. Considers the educational aims of the community when formulating administrative practices

18. Informs members of the community of volunteer services needed in the school

19. Utilizes services of community agencies in improving social conditions impairing school performance of students

20. Provides opportunities for community groups to visit and become familiar with the school

Form 5
School-Community Interface (Continued)

21. Makes available resources and services of the school to facilitate community sponsored projects

22. Diagnoses special interest and pressure groups that exist in the community

23. Assists PTA or other parent-community groups in school activities

24. Works with community members in identifying available resources for supporting the educational program

25. Plans orientation programs for new board members to familiarize them with his school

26. Assesses what the community expects the school to contribute to its development

27. Initiates school-community recreation programs for the school

28. Schedules time to meet with members of community

29. Establishes a parent-teacher organization

30. Commends community groups for mutual cooperation with the school's staff

31. Describes to the community services which the school can contribute to community development

32. Designs a joint curriculum committee consisting of members drawn from community, PTA, and school organizations

33. Conducts an adult education program for community members

34. Speaks to public agencies or civic groups regarding school programs, policies, needs, etc.

35. Involves school-community groups in developing school policy statements

36. Communicates the importance of academic achievement to parents

37. Plans a community public relations program

38. Interprets school organizational changes to the community

39. Encourages community use of school facilities

40. Communicates changes in curriculum and teaching practices to parents

41. Designs plans for involving parents and community in the school's extra-curricular activities

42. Utilizes survey and analysis techniques to evaluate community attitudes toward school programs

FORM 6
Fiscal Management

1. Develops for the superintendent a school building budget reflecting sound educational priorities
2. Includes community census figures to plan building needs
3. Makes public reports of financial expenditures
4. Makes periodic financial reports as required by governmental agencies
5. Considers local tax base when planning fiscal budgets
6. Communicates the rules and regulations governing expenditures of fund. of school lunch program to lunchroom personnel
7. Projects staffing needs based on financial resources
8. Collects information necessary to relate budget priorities to the goals and objectives of the instructional program
9. Purchases instructional materials within budgetary limits
10. Makes recommendations for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds)
11. Makes decisions about instructional materials and equipment utilizing budgetary constraints
12. Uses cost analysis techniques in implementing the school budget
13. Recommends financial budgets to local board of education and other governmental agencies as required by law
14. Purchases services and materials in accordance with the financial budget and with authorization of the board of education
15. Makes necessary arrangements to obtain adequate insurance coverage for employees
16. Identifies sources of revenue beyond those allocated by the district
17. Collects from the board of education policies governing internal accounts and audits
18. Provides superintendent with information needed for financial audits
19. Uses budgetary guidelines to structure school activities
20. Designs the school budget in line with district educational goals
21. Designs an efficient storage and retrieval system for school records
22. Implements a system to monitor factors determining the financial base of his school

Form 6
Fiscal Management (Continued)

23. Administers the school budget in accordance with legal requirements

24. Establishes a cost accounting system for monitoring maintenance and repairs

25. Establishes an evaluation system to assess the effects of special expenditures in the total school budget

26. Makes recommendations to the board of education for a salary schedule change

27. Prepares financial statements and reports as required to meet legal guidelines

28. Establishes guidelines to insure that the school receives maximum benefits from available funding sources

29. Maintains a bookkeeping and accounting system to meet State Department of Education requirements

30. Delegates to appropriate persons responsibility to implement policies governing internal accounting

31. Acquires special funding from private foundations and public agencies (e.g., grants, research projects, etc.)

32. Constructs a budget which provides resources and money to implement the educational program

FORM 7
System-Wide Policies and Operations

1. Makes reports to the Central Office concerning school, community, staff and student developments as required

2. Designates functions of operational units within his school in line with system-wide policies and procedures

3. Makes recommendations to superintendent concerning tenure or dismissal of staff members

4. Organizes school staff in order to implement educational goals of the school system

5. Plans with the superintendent the most effective means of passing district referendums

6. Requires Central Office to delineate his decision making responsibility

7. Utilizes board recommendations in revising educational plans

8. Identifies program goals and objectives which are consistent with school district goals

9. Implements system-wide policies for transferring students within the system

10. Communicates to the board of education and district representatives the importance of opportunities for periodic, cooperative evaluation of personnel policies

11. Clarifies decision making responsibility to subordinates

12. Presents educational plans to the board of education for their review

13. Makes recommendations to superintendent for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds)

14. Communicates to board his specific responsibilities and duties as designated by Central Office

15. Translates average daily attendance figures into instructional units

16. Collects documents describing the state textbook ordering plans

17. Collects statistical information periodically requested by the District Office

18. Makes recommendations to superintendent for transferring professional personnel to other schools in the system

19. Utilizes services of subject matter specialists assigned system-wide responsibilities

Form 7
System-Wide Policies and Operations (Continued)

20. Works with the board of education in planning school programs and policies

21. Makes recommendations to superintendent concerning prospective employees

22. Invites board members to visit his school and become familiar with its operation

23. Communicates individual teacher grievances to superintendent when needed

24. Provides Central Office staff with documents clarifying the school's procedures, rules, and regulations

25. Implements medically sound policies approved by the board of education

26. Aids the district in clarifying short and long range goals which are educationally sound and administratively feasible in his school

27. Implements school board policies affecting school personnel

28. Works with superintendent in planning district-wide educational goals

29. Consults with Central Office staff on educational and organizational matters

30. Discusses staff personnel problems with other principals in his district

31. Adapts board policies and administrative regulations to fit situations that exist in his school

32. Identifies existing problems in the school and relates to long range planning of the district

FORM 8

1. Incorporates available community resources into the curriculum plan
2. Writes press releases for publication in mass media (e.g., newspapers, radio, TV, etc.)
3. Includes guidance personnel information when relevant to making decisions
4. Posts weekly schedules of student activities and events to inform students of upcoming school activities and events
5. Interchanges personnel within system to meet program needs
6. Plans a community public relations program
7. Interprets the school's educational program objectives and board policies to the community
8. Assists teachers in developing skills related to solving instructional problems
9. Plans policies and procedures regulating violations of school rules
10. Collects from the board of education policies governing internal accounts and audits
11. Establishes a parent-teacher organization
12. Identifies program goals and objectives which are consistent with school district goals
13. Assess staff personnel policies (e.g., salary schedules, provisions for sick leave) to improve employment conditions
14. Designs student activities programs to reflect educational objectives of the school
15. Schedules students' cafeteria times to facilitate efficient operation of food services
16. Maintains policies and procedures governing student violations of school rules
17. Includes teachers in designing methods for evaluating instruction
18. Organizes regularly scheduled meetings with instructional staff to assess attainment of instructional objectives
19. Trains teachers in the use of a variety of media (e.g., audio-visual equipment, library resources, etc.)
20. Orders necessary supplies according to budget guidelines

Form 8 (Continued)

21. Organizes school staff in order to implement educational goals of the school system
22. Allows lower staff to make decisions concerning routine daily tasks (e.g., bus schedule, student discipline, building schedules, extracurricular activities, organizations, etc.)
23. Identifies existing problems in the school and relates to long range planning of the district
24. Implements programs to solve classroom problems encountered by teachers
25. Makes decisions about instructional materials and equipment utilizing budgetary constraints
26. Designs a guidance program which makes occupational and educational information available to students
27. Determines services which the school can provide for community improvement
28. Assesses individual differences among staff to facilitate more efficient utilization of skills and abilities
29. Purchases instructional materials within budgetary limits
30. Supervises the cafeteria services
31. Specifies job functions of the staff in behavioral terms
32. Consults with Central Office staff on educational and organizational matters
33. Coordinates non-instructional services to accomplish instructional goals
34. Collects documents describing the state textbook ordering plans
35. Coordinates services necessary for optimum utilization of existing facilities
36. Trains members of the professional staff to assume administrative roles in his absence
37. Establishes educational objectives and goals to adequately reflect community needs
38. Reviews instructional material for use in the classroom
39. Advises teachers of individual student's rights and responsibilities
40. Communicates the importance of academic achievement to parents

Form 8 (Continued)

41. Initiates a system of preventive maintenance

42. Works with the board of education in planning school programs and policies

43. Designs plans for involving parents and community in the school's extra-curricular activities

44. Establishes staff committees to study personnel problems and policies

45. Utilizes services of community agencies in improving social conditions impairing school performance of students

46. Schedules non-instructional activities for teachers (e.g., school assemblies, money collection, special events, etc.) to facilitate efficient operation of the school

47. Communicates with student representatives and groups (e.g., student government association, class officers) concerning student/school sponsored projects

48. Assesses supply needs of the school

49. Requires food service personnel to plan weekly menus

50. Commends students who are involved in outstanding academic projects

51. Uses in-service training to improve teaching personnel

52. Clarifies decision making responsibility to subordinates

53. Communicates to school staff ways in which they can contribute to community improvement

54. Requires personnel to follow existing transportation rules and regulations

55. Interprets school organizational changes to the community

56. Designs with staff the improvement of personnel welfare and employee policies

57. Communicates clearly defined policies and procedures for making instructional program decisions to staff

58. Disseminates recommendations for school program changes to the entire staff

59. Evaluates the effectiveness of student personnel services

60. Evaluates the effectiveness of in-service training with instructional and non-instructional personnel

61. Holds periodic meetings with teachers to acquaint them with administrative policies and procedures

Form 8 (Continued)

62. Considers individual differences between students when developing instructional procedures

63. Plans orientation programs for new board members to familiarize them with his school

64. Provides Central Office staff with documents clarifying the school's procedures, rules, and regulations

65. Utilizes services of subject matter specialists assigned system-wide responsibilities

66. Periodically assesses the effectiveness of teaching methods

67. Communicates to teachers the importance of objective pupil evaluation procedures

68. Makes recommendations to superintendent for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds)

69. Utilizes appropriate techniques and instruments in evaluating the performance of non-instructional staff

70. Administers the school budget in accordance with legal requirements

71. Speaks to public agencies or civic groups regarding school programs, policies, needs, etc.

72. Makes use of standardized instruments when evaluating the educational program

73. Collects information necessary to relate budget priorities to the goals and objectives of the instructional program

74. Delegates responsibility for supervising teachers to department chairmen or subject matter consultants

75. Writes administrative and/or supervisory bulletins to communicate district/school policies to staff

76. Implements an effective distribution and storage system for materials

77. Designs a system for developing school curricula and objectives

78. Supervises maintenance personnel in operating the physical plant

79. Recommends financial budgets to local board of education and other governmental agencies as required by law

80. Plans conferences to interpret the professional evaluating of students, to parents, teachers, counselors

81. Communicates to staff available professional literature services

Form 8 (Continued)

82. Designs a joint curriculum committee consisting of members drawn from community, PTA, and school organizations

83. Establishes guidelines to insure that the school receives maximum benefits from available funding sources

84. Encourages community use of school facilities

85. Exposes teachers to innovative and creative educational methods and instructional techniques

86. Holds information exchange meetings with community organizations

87. Organizes guidance and counseling services for students

88. Projects staffing needs based on financial resources

89. Initiates school-community recreation programs for the school

90. Assists teachers in interpreting standardized test results

91. Includes community census figures to plan building needs

92. Informs members of the community of volunteer services needed in the school

93. Makes recommendations for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds)

94. Informs staff personnel of weekly calendar commitments

95. Delegates to appropriate persons responsibility to implement policies governing internal accounting

96. Organizes staff building and resources consistent with accomplishing educational goals

97. Develops policies and procedures governing the grade placement of students

98. Communicates to board his specific responsibilities and duties as designated by Central Office

99. Matches decision making skills of teachers to particular curriculum and instruction problems

100. Procures needed equipment, supplies, buildings, materials as needed to operate the school

101. Evaluates student activities program

102. Supports school activities program by active participation and attendance

FORM 9

1. Presents plans for financing new facilities to the board of education
2. Stimulates faculty to participate in educational conferences held within school and/or district
3. Implements medically sound policies approved by the board of educatio
4. Establishes appropriate procedures for evaluating progress toward instructional objectives
5. Plans adequate resources for staff to acquire instructional technique and skills
6. Employs qualified mechanics to maintain efficiency of transportation equipment
7. Formulates wage and salary plans for non-instructional personnel
8. Plans in-service training around the results of staff evaluation
9. Makes recommendations to the board of education for a salary schedule change
10. Develops a system of supply distribution
11. Uses consensual agreement as a means of solving staff differences concerning policies and procedures
12. Organizes a committee to study school transportation problems
13. Develops systems required to meet state and local fire standards for safety
14. Plans regularly scheduled teachers meetings for discussing current professional issues
15. Describes aims and goals of the school so they are clearly understood by members of the community
16. Designs a curriculum which meets individual learner needs
17. Translates average daily attendance figures into instructional units
18. Invites staff participation in decision making concerning school policies
19. Takes effective action on discipline matters requiring his interventio
20. Informs staff of legal mandates that affect school operations
21. Conducts formal and informal surveys to assess staff interests and needs

22. Utilizes staff in planning procedures for solving professional problems

23. Uses an inventory system to assess equipment needs

24. Considers local tax base when planning fiscal budget

25. Maintains necessary equipment and supplies to insure efficient maintenance of school plant

26. Provides for teacher suggestions in designing new curricula

27. Identifies sources of revenue beyond those allocated by the district

28. Establishes curriculum committees to plan for the use of instructional materials

29. Solicits administrative recommendations from professional staff concerning specific problems and issues requiring solutions

30. Disseminates to students up-to-date publication of school rules, procedures, and regulations

31. Plans curriculum schedules that reflect staff curriculum organization (e.g., time, place, subject matter, staff)

32. Communicates to staff scheduled times and places for committee work

33. Confers with staff personnel concerning professional problems and issues

34. Requires staff to effectively evaluate attitudes toward instruction

35. Encourages teachers to participate with their classes in state, local, or national contests

36. Works with community members in identifying available resources for supporting the educational program

37. Interprets existing community concerns to professional school staff

38. Interprets system decisions and priorities to the instructional and non-instructional staff

39. Collects statistical information periodically requested by the district office

40. Organizes committees for studying professional staff salary schedules

41. Schedules time to meet with members of community

42. Discusses behavioral management strategies with teachers

43. Communicates to staff the importance of professional identification and development

44. Provides superintendent with information needed for financial audits

45. Makes recommendations to superintendent concerning prospecitve employees

46. Provides opportunities community groups to visit and become familiar with the school

47. Keeps legal documents explicating transportation system regulations

48. Communicates to the custodial staff the importance of maintaining the physical plant

49. Develops a system for implementing emergency drills

50. Identifies various standards and procedures for evaluating the effectiveness of instruction

51. Assigns decision making tasks to lower staff commensurate with their organizational responsibility

52. Informs teaching staff of specific requirements for each teaching position in terms of needed preparation, training, and experience

53. Commends community groups for mutual cooperation with the school's staff

54. Maintains a bookkeeping and accounting system to meet State Department of Education requirements

55. Assists teachers in developing more effective practices for attaining instructional objectives

56. Utilizes professional associates, specialists, etc., in developing a new curriculum

57. Plans an adequate counseling program for students using school counselors and/or academic advisors

58. Makes necessary arrangements to obtain adequate insurance coverage for employees

59. Designs staff positions by using job analysis skills

60. Has regularly scheduled conferences with parents to discuss pupil progress

61. Fulfills maintenance requests using budgetary guidelines

62. Utilizes age-grade distributions of students in formulating instructional needs

63. Requires maintenance staff to evaluate school facilities and report maintenance and operation needs

64. Identifies ways in which teachers can provide students with opportunities for self-evaluation

65. Assess pupils' attitudes concerning the educational program

66. Answers questions raised by staff governing safety rules and regulations

67. Establishes a system of repair maintenance

68. Complies with all local, state, and federal health regulations affecting food preparation and services

69. Encourages staff to recognize and commend worthwhile accomplishments of students

70. Implements a system to monitor factors determining the financial base of his school

71. Incorporates a variety of evaluation procedures for staff members to evaluate their effectiveness

72. Designs an efficient storage and retrieval system for school records

73. Communicates to staff policies and procedures used for promotion

74. Utilizes teachers and other school personnel in designing guidance programs for students

75. Has weekly meetings with department heads to discuss curriculum problems

76. Solicits ideas and opinions from students in changing policies and operating routines of the school

77. Establishes procedures for modifying curriculum content and organization

78. Communicates changes in curriculum and teaching practices to parents

79. Plans registration times and procedures for the school

80. Plans student performance criteria in subject matter areas with teachers

81. Structures learning experiences to be consistent with established educational objectives

82. Plans with the superintendent the most effective means of passing district referendums

Form 9 (Continued)

83. Requires maintenance personnel to inspect transportation equipment regularly

84. Uses parents, teachers, and students in evaluating the school curriculum and instructional program

85. Plans a school insurance program for staff

86. Designs the school budget in line with district educational goals

87. Adapts board policies and administrative regulations to fit situations that exist in his school

88. Assists PTA or other parent-community groups in school activities

89. Discusses staff personnel problems with other principals in his district

90. Establishes policies and procedures governing transportation emergencies

91. Communicates to the board of education and district representatives the importance of opportunities for periodic, cooperative evaluation of personnel policies

92. Conducts needs assessment by having parents, students, and professional personnel prioritize the Goals for Georgia

93. Supplies staff with current information regarding possible personnel benefits within the existing school system

94. Maintains an adequate achievement testing program for diagnostic and educational purposes

95 Maintains a written statement of student rights and responsibilities within the school

96. Plans instructional units that include specific behavioral objectives for learners

97. Conducts an adult education program for community members

98. Utilizes laymen and experts for evaluating the school curriculum and instructional program

99. Designs instructional objectives in line with system-wide instructional goals

100. Plans to disseminate professional literature lists for instructional staff development

101. Makes periodic financial reports as required by governmental agencies

102. Communicates the rules and regulations governing the expenditures of funds of school lunch program to lunchroom personnel

FORM 10

1. Aids the district in clarifying short and long range goals which are educationally sound and administratively feasible in his school
2. Makes reports to the Central Office concerning school, community, staff, and student development as required
3. Communicates instructional needs and expectations to the staff
4. Constructs a budget which provides resources and money to implement the educational program
5. Plans regularly scheduled parent-teacher meetings
6. Evaluates the auxiliary services of the school
7. Obtains feedback from the staff when implementing changes in district and school level administrative procedures
8. Establishes a system for training new maintenance personnel
9. Implements school board policies affecting school personnel
10. Distributes rules and regulations governing safety procedures to appropriate personnel
11. Assesses curriculum effectiveness
12. Evaluates materials used for instruction
13. Collects follow-up information on former students to improve student personnel services
14. Writes notes of commendation to those who perform jobs well
15. Requires Central Office to delineate his decision making responsibility
16. Plans to increase teachers' understanding of students by allowing teachers to review students' cumulative records
17. Involves school-community groups in developing school policy statements
18. Utilizes survey and analysis techniques to evaluate community attitudes toward school programs
19. Includes interests of students in designing new curriculum
20. Establishes an evaluation system to assess the effects of special expenditures in the total school budget
21. Explains professional evaluation procedures to staff

Form 10 (Continued)

22. Utilizes research evidence in the professional literature when planning educational programs

23. Familiarizes assistant principal with all aspects of the school's administration

24. Develops communication channels with parents and local community

25. Uses available community service agencies in planning a program to meet children's special needs

26. Evaluates conditions in the community affecting student performance in schools

27. Prepares financial statements and reports as required to meet legal guidelines

28. Acquires special funding from private foundations and public agencies (e.g., grants, research projects, etc.)

29. Makes recommendations to superintendent concerning tenure or dismissal of staff members

30. Utilizes instructional models as basis for making curricular decisions

31. Invites board members to visit his school and become familiar with its operation

32. Seeks content applicable to in-service training of personnel from a variety of sources

33. Establishes a cost accounting system for monitoring maintenance and repairs

34. Makes available resources and services of the school to facilitate community sponsored projects

35. Describes to the community services which the school can contribute to community development

36. Uses curriculum evaluation data in developing new curriculum

37. Implements system-wide policies for transferring students within the system

38. Presents educational plans to the board of education for their review

39. Selects prospective employees according to established employment guidelines

40. Implements a system to achieve regular attendance by students

Form 10 (Continued)

41. Uses budgetary guidelines to structure school activities

42. Considers the educational aims of the community when formulating administrative practices

43. Plans a student information records system as part of the school guidance program

44. Makes public reports of financial expenditures

45. Works with superintendent in planning district wide educational goals

46. Works with teachers in designing classroom environment conducive to learning

47. Develops for the superintendent a school building budget reflecting sound educational priorities

48. Interprets established salary schedules to staff

49. Communicates to staff proceedings of board of education meetings

50. Establishes evaluation guidelines allowing staff being evaluated to participate in selection of evaluation instruments

51. Designs areas of the school plant to store materials and equipment

52. Conducts meetings with parents to explain the school's programs

53. Maintains cumulative records on students

54. Makes available to students occupational and education information derived from community and professional sources

55. Employs valid behavioral criteria in evaluating the effectiveness of curricula

56. Utilizes appropriate data in analyzing enrollment projections

57. Periodically inspects school plant facilities

58. Develops instructional units to achieve educational goals and objectives

59. Develops a plan to involve students in academic decisions

60. Aids the classroom teacher in formulating learning strategies for students

61. Utilizes field trips, audio-visual, and other teaching aids in enriching the instructional program

62. Supervises the auxiliary services of the school

Form 10 (Continued)

63. Purchases services and materials in accordance with the financial budget and with authorization of the board of education

64. Plans pupil and parent orientation meetings for new students to familiarize them with schools

65. Utilizes board recommendations in revising educational plans

66. Communicates board recommendations to the staff for their suggestions and evaluation

67. Identifies alternative educational plans for students consistently failing as a result of regular classroom instruction

68. Establishes a system of rules and regulations governing transportatio in accordance with national, state, and local laws

69. Maintains a system of child accounting and attendance

70. Communicates individual teacher grievances to superintendent when needed

71. Schedules repairs in conjunction with maintenance staff

72. Diagnoses special interest and pressure groups that exist in the community

73. Establishes channels for obtaining evaluative feedback from community members regarding school programs

74. Completes USDA forms required in purchasing commodities for the school lunch program

75. Designs a program for publicizing school operations to the community

76. Establishes rules and regulations governing the appropriate use of school property

77. Schedules times to be available to students for informal interaction

78. Uses valid assessment procedures in evaluating the physical plant

79. Assesses what the community expects the school to contribute to its development

80. Works with professional groups in the community in designing plans for evaluating school-community projects

81. Establishes a student committee for broadening student activities programs

82. Includes parents, teachers, and students in planning educational programs

Form 10 (Continued)

83. Trains teachers to lead groups and parent meetings

84. Designs staff workshops to meet particular program needs

85. Systematically plans for utilization of staff

86. Includes staff in planning procedures for supervising personnel information

87. Designates function of operational units within his school in line with system-wide policies and procedures

88. Makes instructional staff assignments in a manner that best facilitates learning outcomes

89. Establishes appropriate channels for assessing student complaints

90. Asks for cooperation from community agencies in providing special services for the school

91. Gathers information about teaching practices by observing teachers in classrooms

92. Designs staff personnel policies and procedures for promotion

93. Prioritizes student personnel problems needing solutions

94. Maintains an orientation program for new staff members

95. Uses "expert" teachers as models for in-service training programs

96. Maintains standards for participation in student activities

97. Circulates a bulletin or newsletter periodically describing what is being done in the school's subject matter areas

98. Works with teachers in evaluating the instructional climate in the classroom

99. Makes recommendations to superintendent for transferring professional personnel to other schools in the system

100. Designs a system for involving teachers in evaluating the school's operation

101. Plans informal interaction with teaching staff to discuss student progress

102. Uses cost analysis techniques in implementing the school budget

Form ______

RESPONSE SHEET

Key

OPTIMAL FREQUENCY
OF USE

		High (67% to 100% of time)	Average (34% to 66% of time)	Low (0% to 33% of time)
IDEAL IMPORTANCE OF COMPETENCY	High	11	9	7
	Low	5	3	1

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Statement #	Encircle rating number corresponding to judgment of each statement.					
1.	1	3	5	7	9	11
2.	1	3	5	7	9	11
3.	1	3	5	7	9	11
4.	1	3	5	7	9	11
5.	1	3	5	7	9	11
6.	1	3	5	7	9	11
7.	1	3	5	7	9	11
8.	1	3	5	7	9	11
9.	1	3	5	7	9	11
10.	1	3	5	7	9	11
11.	1	3	5	7	9	11
12.	1	3	5	7	9	11